DOCUMENT RESUME

ED 263 653 EA 018 018

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TITLE Administration and the Language Arts Curriculum (A Collection of Essays).
PUB DATE 85
NOTE 85p.
PUB TYPE Viewpoints (120) -- Collected Works - General (020) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Curriculum Development; *Educational Objectives; Educational Philosophy; *Educational Principles; Educational Psychology; Elementary Secondary Education; English Curriculum; Grouping (Instructional Purposes); *Language Arts; Open Plan Schools; Teacher Certification; Teacher Education

ABSTRACT

Eleven essays concerning the teaching of the language arts, ranging in length from 3 to 16 pages, are collected in this document. "Oral Communication and the Learner" considers students' needs as learners and effective methods for teaching oral communication. "The Teacher and the Psychology of Learning" draws on behaviorism, humanism, and the structure of knowledge for guidance in curriculum-building. Learning psychology, textbook use, and progress assessment are the focuses of "The Handwriting Curriculum." "Developing the Reading Curriculum" reviews objectives, learning activities, and appraisal methods. The objectives of writing programs are related to the teaching methods used in "Issues in the Writing Curriculum." "Organizing the Language Arts Curriculum" explores the continuum from the separate subjects curriculum to the integrated curriculum and considers pupil grouping. Principles underlying various theories of learning are identified in "Theories of Learning and the Language Arts." "Objectives and Learning Activities in the Language Arts" lists numerous possible language arts objectives and describes language arts centers in open space education. "The Writing Curriculum: Creative Versus Practical" considers the purposes of writing programs. "Evaluation of Teachers" reviews factors affecting teacher certification and teacher education. "Reading and the Philosophical Arena" examines the impact that educational philosophies on reading have on curriculum decisions. (PGD)

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ADMINISTRATION
and
THE LANGUAGE ARTS CURRICULUM

(A Collection of Essays)

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ORAL COMMUNICATION AND THE LEARNER

Pupils need to develop relevant skills in speaking in order to communicate effectively with others. Proficient oral communication can assist pupils to become successful individuals in society. How might the teacher guide pupils to develop optimally in communicating orally to others?

Guidelines for Teachers

There are selected guidelines for teachers to follow in assisting pupils to orally communicate well with others.

Learners need to experience interesting activities. To provide for interest in the curriculum, the teacher must vary experiences for pupils. The following, among others, can provide for interesting oral communication activities:

1. participating in discussions, impromptu speeches, and panel presentations.
2. presenting oral book reports, as well as taking part in the use of puppets and marionettes.
3. making announcements and giving directions.
4. interviewing resource persons and making introductions.
5. advertising a product, telling a purposeful story, and relaying a riddle.
6. participating in pantomimes, creative dramatics, and formal dramatizations.
7. informing listeners about an event or trend in society.
8. narrating a set of slides or a filmstrip.

Pupils need to perceive purpose in ongoing speaking activities. A deductive method may be used. Thus, the teacher explains to pupils a need for participating in oral communication activities. Opposite of deduction, learners also may be guided to perceive purpose in speaking activities through inductive procedures.

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Sequential questions then must be raised by the teacher to guide pupils to perceive reasons for participating in diverse speaking experiences. Learners discover a need for participating in a given experience.

Pupils should attach meaning to ongoing oral communication activities. If pupils attach meaning to diverse speaking experiences, they understand inherent subject matter. Each pupil needs to understand content being presented in a speaking activity. Otherwise, retention of learnings acquired may suffer. The attention span of learners is reduced if subject matter is not understood in an oral presentation. Whichever type of speaking experience is being pursued, each pupil should be encouraged to express ideas clearly and distinctly.

Pupils need to experience appropriate sequence in learning. A logical sequence may be in evidence. Thus, the teacher may write measurably stated objectives for pupils to attain. The objectives should be written in ascending order of complexity. Ideally, each pupil must be successful in achieving an objective before the next sequential goal is being encountered. After instruction, the teacher may measure if a learner has or has not achieved the objective. If a pupil is successful in attainment, he or she may pursue the next sequential goal. Generally, a new teaching strategy needs to be utilized with learners who did not succeed in achieving an objective.

A psychological curriculum in oral communication emphasizes input from pupils in selecting and determining the order of objectives to be achieved. A learning centers approach may be used. The teacher might develop each of the centers. Teacher--pupil planning may also be utilized in choosing tasks and materials for each center. An adequate number of oral communication activities must be in evidence so that each pupil may truly sequence his or her very own experiences.

Pupils should experience a sequential scope which is needed to function

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successfully in society. School and society then are not separated by integrated entities. What is relevant in society is emphasized in the school/class setting. Balance needs to be stressed as to objectives emphasized in teaching—learning situations. Thus, pupils need to achieve the following kinds of objectives:

1. understandings goals, e.g. attaining vital facts, concepts, and generalizations in oral communication activities.
2. skills, e.g. being able to acquire proficience in diverse purposes and kinds of speaking experiences.
3. Attitudes, e.g. developing feelings in desiring to improve in communicating oral content to others.

In Summary

There are relevant guidelines a teacher should follow in guiding pupils to achieve optimally in oral communication experiences. Each pupil is different from others in capacity, achievement, and interests. Individual differences in speaking achievement among learners must receive adequate provision. Each pupil needs to experience continual progress in oral communication.

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THE TEACHER AND THE PSYCHOLOGY OF LEARNING

Teachers, principals, and supervisors can benefit much from a comprehensive study, analysis, and ultimate implementation of selected ideals from the educational psychology arena. Desired criteria from the psychology of learning give guidance and direction in the choosing of objectives, learning activities, and evaluation techniques.

Behaviorism and the Curriculum

Behaviorists tend to emphasize the following tenets as guidelines within the framework of teaching-learning situations:

1. the use of programmed learning, e.g. pupils read selected statements, respond to a completion item, and check the given response with the correct answer given by the programmer. The involved pupil is then ready for the next sequential step of linear learning. Sequence in learning moves forward in very small steps. With reputable, field tested programmed materials, pupils rarely make an error in responding. The response given by the learner is checked immediately with that given by the programmer. The same procedure may be followed again and again in the utilization of printed programmed materials--read, respond, and check. There may be a picture that pupils may view before reading, responding, and then checking their own responses sequentially.
2. the utilization of precise, measurable objectives. The

teacher generally chooses these ends for pupils to attain. A needs assessment program may be implemented to involve lay participation in selecting relevant objectives. These general objectives ultimately may then be written in measurable terms by the teacher.

Selection of learning activities should directly relate to the chosen objectives. Preferably, these activities should only contain the necessary stimuli for pupils to attain specific ends. Thus, content, within the framework of learning activities, that does not aid pupils to achieve objectives should be eliminated. Measuring or evaluating pupil progress against the specific objectives may determine how successful the teacher has been in the instructional process.

Humanism and the Curriculum

Humanism, as a psychology of learning, emphasizes the importance of a humane learning environment for pupils. To stress humaneness, selected criteria need to be followed in the school curriculum. A model developed by A.H. Maslow may well explain major generalizations pertaining to humanism. Maslow emphasized a hierarchy of needs that must be met in order that each learner may achieve optimal development. Generally, these needs should be met by learners sequentially. The simplest needs to be met include food, rest and shelter. Secondly, safety needs must be fulfilled. If pupils, for example, lack feelings of safety or security, they generally will not achieve well in school. Thirdly,

pupils must achieve feelings of love and belonging. Sequentially esteem and self-actualization needs must also be met before pupils may achieve well in the school-class-environment setting.

Implications for teacher, principals, and supervisors pertaining to using humanistic tenets in the school curriculum include the following:

1. have pupils involved in choosing objectives and learning activities. A humane learning environment may then be in evidence for learners.
2. choose stimulating experiences to guide pupils in the learning arena. Pupils may select if they wish to achieve on an individual basis or within a committee framework.
3. be concerned about and attempt to meet diverse vital needs of pupils in order that optimal achievement for each pupil may be in evidence.
4. give careful consideration to the feeling dimension of each pupil. The self-concept of the learner is a highly relevant consideration to emphasize within the framework of teaching-learning situations.

The Structure of Knowledge and the Curriculum

The structure of knowledge or key generalizations are generally identified by academicians in their academic area of specialty. Thus, for example, mathematicians on the college-university level have attempted to identify main ideas for pupils on the public school level to achieve. The commutative property

of addition and multiplication, the associative property of addition and multiplication, and the identity elements for addition and multiplication, for example, may well be considered as structural content for pupils to understand and utilize in the mathematics curriculum. A teacher or team of teachers in the school-class setting may then guide learners to achieve these structural ideas inductively. Learning on the part of pupils may well be its own reward. Extrinsic rewards (tokens to exchange for prizes or the prizes in and of themselves) basically are not necessary to stimulate pupil learning.

Reasons for emphasizing structural content in the curriculum may be emphasized by advocates due to the following reasons:

1. academicians in their academic area of specialty should know what is relevant for pupils to learn. Thus, teachers can eliminate the irrelevant and unimportant from the school curriculum.
2. methods of acquiring key ideas, as developed and used by academicians, should also be emphasized in the school curriculum. Thus, learners in the school-class setting may utilize the same or similar methods to achieve vital structural ideas as do academicians in their area of specialty.

THE HANDWRITING CURRICULUM

Behaviorism, as a psychology of learning, advocates that teachers state measurable objectives for pupils to achieve. The objectives need to be stated and implemented in ascending order of complexity. A logical curriculum may then be in evidence. Thus, the teacher has attempted to sequence the ends so that pupils may achieve in an optimal manner. Ideally, each learner should be successful in attaining an objective before moving on to the next sequential goal. If a pupil is not successful in achieving a specific objective, the teacher needs to utilize a different teaching strategy.

Toward the other end of the continuum, the psychology of humanism emphasizes an open-ended curriculum. Within a flexible framework, learners individually may sequence their own experiences. Choices and decisions are made in selecting what to learn (objectives) as well as means (activities and experiences) to achieve desired ends. Learning centers and humanism harmonize well. Pupils choose which center and task sequentially to work on. A psychological curriculum is then in evidence.

In addition to the behaviorism/humanism dichotomy, there are additional issues in teaching handwriting. The balance of this paper will discuss selected issues.

Analyzing the Handwriting Curriculum

There are selected educators advocating rather heavy utilization of reputable textbooks in the handwriting curriculum. If teachers carefully follow the manual in the textbook in teaching pupils, scope and sequence has been predetermined for learners in ongoing units of study. Thus, objectives, learning activities, and evaluation procedures have been selected by the authors of the handwriting textbook and implemented by the teacher. Reasons given for emphasizing rather heavy textbook usage in the handwriting curriculum include the following:

1. textbook companies and writers have spent much money and effort in developing quality handwriting materials.
2. specialists in developing handwriting materials are in the best position to determine objectives, experiences, and appraisal procedures for pupils.
3. pupils achieve better in a structured curriculum. Using handwriting textbooks in teaching pupils assists in developing a needed structure.
4. teachers may utilize textbooks to provide for individual differences among learners. Thus, each learner might achieve at a different rate depending upon his/her skills in handwriting.

Opposing the utilization of handwriting textbooks in the curriculum, selected educators state the following:

1. handwriting skills should be taught as needed. Thus, as friendly and business letters, plays, poems, stories, announcements, and thank you notes are written by pupils, illegible handwriting may be diagnosed and remedied.

2. there should be ample input from pupils in selecting scope and sequence in handwriting. A predetermined handwriting program cannot do this. Weaknesses in handwriting for each pupil need to be noted. New learning experiences can then be chosen to take care of the deficiencies. Pupils with teacher guidance may plan objectives, activities, and evaluation techniques in handwriting.

3. pupils enjoy an informal, relaxed environment in the school/class setting. Heavy use of handwriting texts in teaching situations makes for a formal curriculum.

4. interests and purposes of pupils cannot be fulfilled in a logical curriculum emphasizing predetermined ends, activities, and evaluation procedures contained in textbooks.

How should pupil progress in handwriting be evaluated? There certainly are many issues here. Among others, the following need evaluating:

1. the teacher largely appraising learner progress as compared to pupils with teacher guidance evaluating handwriting achievement of the former.

2. general achievement in terms of pupils revealing legible handwriting as compared to detailed analysis of proper alignment, slant, formation of letters, proportion of letters, neatness, and spacing of letters within a word and between words.

3. handwriting skills being emphasized as a separate subject as compared to handwriting being stressed as a means to an end. In the latter philosophy, handwriting abilities are instrumental to achieving other goals, such as writing purposeful business and friendly letters.

4. teacher's sequential goals in handwriting being stressed as contrasted with interests and purposes of learners in being able to improve in the area of handwriting.

In Closing

Handwriting skills may be taught using behaviorism and/or humanism

as psychologies of learning. Handwriting textbooks may or may not be utilized in teaching-learning situations. There also are diverse means to use in appraising learner progress in handwriting. Whichever syntheses are chosen to implement a quality handwriting curriculum, the following questions need answering:

1. What can the teacher do to provide for individual differences among pupils?
2. What might the teacher do to stimulate interest, purpose, and meaning within learners to improve handwriting skills?
3. How can rational balance in the curriculum be emphasized between and among understandings, skills, and attitudinal objectives in handwriting?

DEVELOPING THE READING CURRICULUM

Situations in society reflect change and modification. The curriculum in the school/class setting must also change. Reading, the first of the three R's (reading, writing, and arithmetic), needs to be evaluated rather continuously to reflect needed change in objectives, learning activities, and appraisal procedures.

OBJECTIVES IN READING

Teachers and supervisors need to select carefully those objectives which pupils are to attain. Each objective selected must guide learners to achieve optimally in reading.

There are numerous questions which need answers pertaining to assisting pupils to read well. These questions include the following:

1. Should measurably stated or general objectives be utilized in teaching/learning situations?
2. How much emphasis should phonetic analysis receive in the reading curriculum?
3. Should a unique code be utilized in beginning and remedial reading programs? These codes might include the Initial Teaching Alphabet, color coding, and diacritical marking systems. Each of the above named plans of reading instruction is geared to helping pupils associate sounds (phonemes) with symbols (graphemes) in a consistent manner. Thus, irregularly spelled sounds would then be greatly minimized.
4. How should objectives in the reading curriculum be sequenced? The involved issue pertains to who should be involved in determining order in learning. The teacher? Pupils with teacher guidance? The programmer?

The above named issues need studying and analyzing. Desired tenets then need to be implemented.

Which objectives might many reading specialists recommend for pupil attainment?

1. diverse word attack skills. These include phonics, syllabication, use of context, picture, and configuration clues, as well as structural analysis.
2. variety in kinds of comprehension. Thus, reading to follow directions, to acquire sequence of content, to gain facts, to achieve main ideas, and to attain generalizations are relevant. Additional worthy kinds of comprehension skills to emphasize in teaching and learning include critical reading, creative reading, and reading to solve problems.
3. positive attitudes. Pupils then develop an inward desire in wanting to learn to read as well as wishing to read in order to learn. Attitudinal goals are relevant for pupils to achieve. If pupils possess desirable attitudes, they should increase skills to identify new words correctly. Also, increased skills should be in the offing to comprehend subject matter more effectively in reading.

Each general objective listed above may be stated in measurable terms, if desired. The following measureable objectives, for example, might be written involving word attack skills:

1. Given five new words, the pupil will identify each in context, utilizing phonetic analysis.
2. Given ten new words, the pupil will identify each by dividing into syllables.

Olson nad Dillner[1] list valuable study skills which provide objectives

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[1]Joanne P. Olson and Martha H. Dillner. Learning To Teach Reading In The Elementary School. New York: Macmillan Publishing Co., 1976, page 713.

for pupils to achieve. The listed skills are:

Objectives Name

Locating Information

- Using Card Catalogues
- Using Encyclopedias
- Using Maps
- Using Telephone Books
- Reading Graphs
- Reading Tables
- Using Tables
- Using Indexes
- Using Glossaries
- Using Chapter Headings
- Using Chapter Subheadings

Organizing Information

- Taking Notes
- Outlining

Improving Rate

- Skimming
- Adjusting Rate to Purpose
- Applying Study Skills

LEARNING ACTIVITIES IN READING

Learning activities in reading need to be varied. Why? The learning styles of each pupil need adequate attention. By using a variety of materials in the reading curriculum, each pupil may be guided to achieve optimally. How might reading then be taught so that each pupil may achieve as well as individual differences permit?

1. Use of programmed materials. Programmed textbooks might utilized in selected classrooms in the teaching of reading. The programmer determines what pupils are to learn(the objectives) as well as the means(learning activities) to achieve the desired ends.

Thus, a pupil reads a short paragraph, answers a completion item posited by the programmer, and checks his/her responses with the correct answer as given by the programmer. In a programmed textbook, the pupil then reads a short selection and answers a completion item appearing underneath the selection read. After responding, the learner checks his/her response with that given by the programmer. Read, respond, and check are utilized continuously and consistently in methods of instruction emphsizing the utilization of programmed materials.

Advantages given for utilizing programmed materials include the following:

A. learners individually may progress at their own unique optimal levels of achievemant. A pupil does not need to keep up with any other learner in recommended uses of programmed instruction.

B. learners rather continuously may experience success in each sequential step of learning. Good programmed materials have been field tested in pilot studies. Thus, each sequential item provides opportunities for continuous successful progress of the involved learner. Generally, pupils individually should be successful on 90 to 95 percent of items responded to in quality programmed materials.

C. each learner knows immediately if his/her response was right or wrong. By checking the personal response with that given by the programmer, immediate knowledge of results is possible.

D. reinforcement of learning can be in evidence of a pupil responds correctly to a programmed item. If a pupil responded incorrectly, he/she still knows the correct answer and is also ready for interacting with the next sequential item.

Arnstine[2] writes the following involving disadvantages in using programmed materials:

> Effective teaching that results in genuine learning is hard to come by; it will always require great effort and good judgment--often performed on the spot, when confronting students. A world in which teaching were virtually always effective, and learning always assured, might be a benign one in which to live(even if men, with no further problems to solve, might throw down roots and turn into vegetables). But it is not the world that we live in. In our world, we try to do better what we think is worth doing, and our potential means and instrumentalities must be judged in that light. Programmed materials will not perform miracles; they might be judged in the same way in which we judge wordbooks, filmstrips, and pencils. Nor, are any of these things simply neutral--equally capable of being used for good or ill. If a pencil were neutral, we should have no qualms about giving one to an infant. Programs,too, may cause some damage if swallowed indiscriminately.

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[2]Donald Arnstine. "Rote or Reasoning: Some Cautions on Programming". High School Journal, (May,1968), pp. 353-3 64.

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2. Uses of basal readers. There are numerous educators who recommend utilization of basal readers to guide learner progress in reading. Basal readers are published by reputable publishing companies, in most cases. Quality individuals in the area of reading, in many situations, are writers and editors of basal readers.

No doubt, the physical appearance, the illustrations, and subject matter content in basal readers are more appealing to learners than ever before. Textbook publishing companies spend considerable money in revising content in basal readers to provide for needs, interests, and purposes of individual pupils. The manual section of basal readers provides new and experienced teachers numerous objectives, learning actives, and evaluation procedures for each lesson and unit of study.

Advantages in utilizing basal readers in the curriculum include;

A. basal readers may provide learners appropriate scope and sequence to acquire needed skills in reading.
B. the manual section of a reputable basal reader may provide teachers with a set of learning activities which guide learners to develop sequential skills in word recognition amd comprehension,
C. most schools use basal readers to guide learner progress in reading. Thus, basal readers provide stablilty in the curriculum in terms of utilizing teaching procedures which have endured in time and space.
D. a developed curriculum, such as the utilization of basal readers, needs to be in the offing for teachers. Otherwise, to develop a reading curriculum from its beginning might consume an excessive amount of time on the part of the teacher.

Lapp and Flood[3] list the following pertaining to disadvantages in using basal readers:

1. The vocabulary and sentence patterns do not match the spoken language of the children.
2. The content is not interesting to children.
3. The books are developed for graded levels and the child is forced to read in the book for his grade level.
4. The manual is looked on as the last word in instructional guidance and must be followed to the last letter. As a result, the program is not adjusted to individual needs and instruction often becomes sterile and uncreative.

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[3]Diane Lapp and James Flood. Teaching Reading to Every Child. New York: Macmillan Publishing Company, 1978.

5. Use of a basal leads to a uniform three-achievement-level grouping plan.
6. Children are asked to do workbook pages which they may have mastered.
7. The basal reader provides the sole source of materials used in teaching reading skills to children.
8. Basals do not provide for different learning styles or different modes of instruction.
9. Basals are not based on a sound theory of learning.
10. Basal series do not provide instructional procedures.
11. The content often furthers sexual and class stereotypes.

3. Use of individualized reading. Individualized reading emphasizes the utilizing of appealing library books in guiding pupils to develop interest and purpose in comprehending content. An adequate number of books on diverse topic and different reading levels needs to be available for pupil choice. The teacher may introduce selected library books to learners to encourage their development of appropriate skills and attitudes in reading. However, the pupil individually selects which library book to read. If a learner cannot settle down in reading a book, the teacher then needs to suggest possible titles.

The pupil, after having completed the reading of a library book needs conference time with the teacher to appraise word recognition skills, comprehension abilities, and attitudes toward reading. The teacher may wish to record progress of each pupil after the conference has been completed. Learners, individually, may also wish to select appraisal procedures to assess progress in reading. The selected evaluation procedure might involve one or more of the following:

1. drawing a picture or a series of illustrations covering content read.
2. writing a different ending for the story read.
3. dramatizing selected portions of a library book.
4. making a diorama covering major generalizations read.

There are numerous advantages given in emphasizing individualized reading in the curriculum:

1. pupils may pace their own progress in reading individual library books. When basal readers are utilized, pupils in a group being

taught need to adjust their progress to other learners in the set. Thus, individual differences among learners might not be adequately provided for. In individualized reading, however, each pupil may progress optimally.

2. the pupil may select reading materials that are personally interesting, meaningful, as well as purposeful.
3. each pupil may pace his/her own rate of progress in reading. Since pupils may differ much from each other in reading achievement, each learner can progress as rapidly as possible in reading self-selected materials.
4. individualized reading might well meet personal learning styles of selected learners. The existentialist desires to make choices and decisions, as well as accept ultimate consequences. Individualized reading may well provide for personal needs of learners who possess existentialism as a philosophy of life.

Carlton and Moore[4] list significant questions pertaining to using individualized reading in the curriculum.

These questions are:

1. What is individualized reading?
2. What is the teacher's responsibility?
3. What is the best time to begin an individualized program?
4. Are there any special materials needed for an individualized reading program?
5. How does a teacher acquire enough materials for an individualized reading program?
6. How does a teacher know which books to give a pupil?
7. How can a teacher be sure a child is reading at the level where he should be?
8. Can children be expected to select their own reading material wisely?
9. How do pupils develop a basic vocabulary in an individualized reading program?
10. How are word recognition skills incorporated into individualized reading programs?
11. What is the advantage of using individualized reading instead of

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[4]Lessie Carlton and Robert H. Moore. "Individualized Reading," NEA Journal (November, 1964) pp. 11 and 12.

the basal reader approach?

12. How does the teacher evaluate pupil progress in an individualized reading program?
13. Why do some studies show little difference in results between individualized reading programs and the more traditional approach of using basal reading with the group?
14. What are some of the advantages of the individualized reading approach?

IN SUMMARY

Teachers and supervisors need to analyze diverse plans and procedures in the teaching of reading. Each recommended method has its strengths and weaknesses. Ultimately, a chosen reading program must provide for the needs, interests, and abilities of a given set of learners. Each pupil then might attain optimally in the reading curriculum.

ISSUES IN THE WRITING CURRICULUM

Teachers, principals, and supervisors need to study, analyze, and resolve issues in the curriculum. Writing is one of the three r's (reading, writing, and arithmetic) and considered as a basic for all pupils to develop proficiency in. The balance of this paper will emphasize a discussion of relevant issues in writing as a language arts area.

How Should Writing be Taught?

There are numerous philosophies emphasized pertaining to which objectives should be emphasized in writing. A further problem pertains to which learning activities should be selected to guide pupils to attain desired ends. Finally, teachers, principals, and supervisors also need to consider appropriate techniques to utilize to appraise learner progress.

Objectives for pupils to attain may be written in measurable terms or as general objectives. Behaviorism, as a psychology of learning, emphasizes the utilization of precisely written objectives. After instruction, the teacher may then measure if a learner has/has not attained a desired measurable objective. The following are examples of precise ends for pupil attainment:

1. The pupil will write a fifty word paragraph containing a topic sentence in the introductory statement.
2. The pupil will write the end punctuation marks correctly in ten sentences.
3. The pupil will spell 25 of 30 words correctly.

Goals for learners to attain may also be written as general

objectives. General objectives also provide direction as to what will be taught. However, the teacher cannot measure precisely if a goal has/has not been achieved after instruction. Notice the following general goals involving writing experiences:

1. to develop within pupils an inward desire in wanting to write.
2. to develop within the learner skill to write a business letter.
3. to develop within the pupil an understanding of necessary content involved in writing a short story.

Should the teacher largely determine objectives for pupils to achieve in writing? Or, should there be ample input from learners in choosing achieveable goals? It, no doubt, is easier on the teacher's part to select relevant objectives for learner attainment. The following reasons are generally given to justify the teacher choosing objectives in the writing curriculum:

1. The teacher possesses the needed education, maturity, and experience to choose objectives for pupils to achieve.
2. The teacher can study and use knowledge about pupils' capabilities, strengths, and weaknesses in selecting sequential goals. Individual differences among pupils might then receive adequate attention. A logical, rather than a psychological, curriculum is in evidence if the teacher selects in ascending order of complexity objectives for pupils to achieve.

Toward the other end of the continuum, there are selected teachers emphasizing a psychological curriculum. Thus, through teacher-pupil planning, educational goals in the writing curriculum are chosen. Reasons given for advocating a psychological curriculum include the following:

1. The pupil within a flexible environment is in the best position to determine what is of interest and purpose

to pursue in learning.

2. The pupil intrinsically knows which activities and experiences provide for appropriate sequence in learning.

3. The pupil should be involved in self-evaluation. Some of the best appraising occurs through means of evaluating the self.

Within a structure, the pupil may then select which purpose in writing to pursue. These purposes might include, among others, the writing of tall tales, autobiographies, biographies, research results, myths, and legends, as well as content pertaining to mystery and adventure.

Should a separate subjects curriculum be emphasized in writing, or should increased correlation and fusion be stressed?

Advocates of the separate subjects curriculum might emphasize objectives pertaining to writing skills needed solely in composition. Thus, objectives such as the following may be emphasized:

1. proper form and style in the writing of paragraphs.
2. agreement of subject and predicate in each sentence.
3. use of modifiers, appositives, compounding, and subordinators to expand sentences.
4. utilization of diverse sentence patterns in writing content.
5. appropriate punctuation, capitalization, and usage.

The separate subjects curriculum emphasizes that specific skills in writing have their own scope (breadth of content, skills, attitudes to be taught), as well as their unique sequence (when each learning needs to be stressed, such as within a specific primary, intermediate, or secondary school grade level).

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Within a separate subjects framework, the teacher may diagnose specific kinds of errors made and assist in remediation of these weaknesses. For example, if illegible handwriting is in evidence, diagnosis of specific difficulties needs attention. These problems might include improper

1. formation of upper and lower case letters.
2. spacing between letters in a word and between words.
3. slant of letters within words.
4. alignment of letters and words.
5. proportion of letters, e.g. upper versus lower case letters.

A correlated/fused writing curriculum emphasizes that knowledge is related. Psychologists generally believe retention of learnings by pupils is increased if learners perceive content to be related, rather than fragmented. Writing experiences might then be emphasized in science, social studies, health, and mathematics units of study. The following, among others, may provide relevant learning experiences for pupils in diverse curriculum areas:

1. writing up results of experiments in ongoing units of study in science.
2. writing a book report on a contributing individual being studied in history.
3. writing menus emphasizing proper nutrition in health units of study.
4. writing original story/word problems to be solved by others in the mathematics curriculum.

Content in the writing activity may be evaluated in terms of accuracy, comprehensiveness, and originality. The mechanics of

writing, such as proper capitalization, punctuation, and usage, among others, can also be appraised in terms of realistic standards.

The correlated/fused writing curriculum emphasizes that learners utilize in new situations that which was acquired previously. Thus, achieved specific writing skills are used in diverse curriculum areas. Additional reasons given for emphasizing the correlated/fused curriculum are the following:

1. each person generally perceives content as being related rather than in isolated fragments.
2. it is easier to recall related content as compared to ideas in isolation.

Essentialism Versus Instrumentalism in the Curriculum

Are there basic essential learnings for all pupils to acquire in writing? Essentialism, as a philosophy of education, advocates that pupils acquire a common body of information usable in all writing situations. Essentialists then believe that precise writing skills may be identified and taught to all learners. To be sure, selected pupils need more time to master basic learnings as compared to others. Eventually, however, each pupil needs to acquire a core of learnings, necessary to become a proficient writer in society. Otherwise, how can a person effectively write business and friendly letters, announcements, thank you notes, and letters of sympathy in society?

Essential learnings to be acquired by pupils might well include proper capitalization, usage, variety in sentence patterns, and punctuation. Each paragraph must contain coherent content with

a written or implied topic sentence. Essentialists may emphasize that precise understandings and skills in writing be acquired outside the framework of functional writing situations. For example, a lesson on using question marks correctly in interrogative sentences may be emphasized as an end goal of instruction, rather than using interrogative sentences as utilitarian goals.

Instrumentalism, as a philosophy of education, advocates pupils utilizing specifics in compositions (e.g. writing interrogative sentences) as means to an end. For example, significance in using question marks is emphasized in the writing of

1. business letters and friendly letters.
2. announcements, thank you notes, and letters of sympathy.
3. poems, plays, and stories.
4. science experiments and demonstrations.
5. reports, summaries, and outlines.

Instrumentalists generally emphasize that precise learnings being acquired need to be useful in the solving of problems. Pupils with teacher guidance then identify a problem, such as a need to write a business letter to order free pamphlets for an ongoing unit of study. Next, information is gathered to solve the problem, e.g. how to write a business letter. A hypothesis results in that pupils actually practice writing business letters. The hypothesis is tested in that learners actually write a letter to be mailed. The hypothesis is revised, if necessary. Modification of the hypothesis might be necessary if the response to the business letter

did not produce what was desired by involved pupils.

Instrumentalists are against using

1. the mechanics of writing as an end in and of itself. Rather, what is learned is a means to an end.
2. predetermined objectives selected by the teacher for learner attainment.
3. teacher chosen learning activities and evaluation procedures with no input from learners.

In Summary

Teachers, principals, and supervisors need to analyze and synthesize diverse schools of thought in the writing curriculum. Each learner needs to achieve optimally in the second of the three r's (reading, writing, and arithmetic). To achieve optimally, pupils need to experience interesting, purposeful, and meaningful learning activities in the writing curriculum.

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Organizing the Language Arts Curriculum

Teachers, principals, and supervisors must think of relevant ways of orgainizing the language arts curriculum. One can perceive of different patterns of curriculum organization being represented on a continuum. Thus, the separate subjects curriculum would be represented by a point on a line toward one end of the continuum. Toward the other end of the continuum, a point on this same line would be represented by the integrated curriculum. Somewhat in between these two points on a line, the correlated and fused approaches in developing the language arts curriculum would be inherent.

The Separate Subjects Language Arts Curriculum

In the separate subjects language arts curriculum, the following basic principles would be emphasized in teaching-learning situations:

1. Reading, writing, listening, and speaking should be emphasized in teaching-learning situations as being separate facets of vocabulary development. Each of these vocabularies would be developed in isolation in the class setting.

2. In learning activities involving writing, each of the language arts areas of grammar, handwriting, spelling, capitalization, punctuation, and content might be stressed in isolation in teaching-learning situations.

3. Reading instruction may be divided into the following categories: phonics instruction and other word recognition techniques, comprehension of content, and oral reading. Diverse purposes in reading may also be stressed in isolation from other curriculum areas in the elementary school. These purposes would include

(a) reading to acquire facts
(b) gaining a sequence of ideas
(c) reading to follow directions
(d) reading critically and creatively
(e) acquiring main ideas and generalizations

There are selected advantages in emphasizing the separate subjects of a language arts curriculum.

1. Pupils who experience difficulty at a particular time in a specific facet of the language arts, such as punctuation, may receive needed help and guidance.

2. There is a tendency to emphasize each specific facet of the language arts in teaching-learning situations, such as capitalization, punctuation, usage, grammar, spelling, and handwriting.

Disadvantages in relying too heavily upon the separate subjects language arts curriculum may be the following:

1. Each facet of the language arts becomes too fragmented such as separating phonics instruction from the actual act of reading, or discussing criteria for effective oral communication of content without emphasizing these standards in ongoing learning experiences involving speaking.

2. There may be very little transfer of learning from one situation to another if, for example, pupils are taught skills pertaining to oral communication of content and yet do not use these skills in various kinds of speaking activities within different curriculum areas in the elementary school. Thus, the separate subjects approach in organizing the language arts curriculum would not be a relevant trend unless the teacher diagnoses a specific difficulty pupils may have, such as in formation of letters in handwriting, for example, and works in the direction of remediation.

The Correlated Curriculum

In the correlated curriculum, the teacher could stress the relationship of two or more areas of the language arts curriculum. Examples of the correlated curriculum in the language arts are the following:

1. the teacher stressing quality handwriting in the area of spelling.

2. improved proficiency in speaking emphasized in time devoted to oral reading

3. minimal learning in punctuation stressed at the time that experience charts are developed by pupils with teacher guidance.

4. proper capitalization emphasized as being important while learners are writing business or friendly letters.

Advantages given for the correlated language arts curriculum are the

following:

1. Pupils perceive that content is related such as standards pertaining to speaking and to oral reading.

2. Learners have opportunities to transfer learning from one facet of the language arts to a different facet.

3. Fewer separate learnings are needed in the correlated language arts curriculum as compared to the separate subjects approach.

Disadvantages of the correlated language arts curriculum may be the following:

1. It does not relate enough of the different language arts areas.

2. There are times when a specific area of the language curriculum needs emphasizing such as the correct spelling of a word within a selected context.

The Fused Curriculum

The fused language arts curriculum relates its component parts into a broader whole as compared to the correlated approach. Thus, in developing an experience chart by pupils with teacher leadership in a reading readiness program, the following language arts skills will be emphasized:

1. speaking by involved learners.

2. perceiving content being written on the chalkboard by the teacher.

3. seeing the teacher write punctuation marks in sentences containing experiences given by pupils.

4. listening to the content presented by learners in the class setting.

5. reading the completed content by involved learners.

Thus, the listening, speaking, reading, and writing vocabularies are brought in and developed in the above language arts learning activity involving the fused curriculum.

Advantages in utilizing the fused curriculum in the language arts involve the following:

1. Pupils perceive diverse facets of the language arts to be interrelated.

2. Learning becomes more meaningful to pupils as facets of the language

arts are brought in as the need arises.

3. Artificial barriers pertaining to separating diverse facets of the language arts are no longer in evidence.

4. Less drill is in evidence when the fused language arts curriculum is used as compared to the separate subjects approach.

5. Learnings appear to become more realistic when content is taught as being related as compared to isolating diverse facets of the language arts.

Disadvantages of the fused approach in developing the language arts curriculum may pertain to the following:

1. A specific facet of the language arts curriculum such as capitalization may be overlooked when content is perceived as being related in terms of usage.

2. It may be more difficult to determine sequence in diverse facets of the language arts, such as sequence or order in the teaching of spelling.

The Integrated Curriculum

The integrated curriculum in the language arts would go a step further as compared to the fused approach in having pupils perceive content as being related. Thus, the integrated languages arts curriculum would stress the following:

1. Subject matter loses its boundaries and borders.

2. Understandings, skills, and attitudes in the lnaguage arts are developed as needed.

3. Diverse curriculum areas such as mathematics, social studies, science, health, physical education, art, and music are brought into the language arts as needed.

4. The integrated curriculum may be called the functional curriculum since content may be utilized in problem-solving situations.

Grouping Pupils For Instruction

There certainly is a close relationship between the methods used in

grouping pupils for instruction and approaches utilized in organizing the curriculum e.g. separate subject, correlated, fused, or integrated language arts learnings. Teachers, principals, and supervisors must think of the best approaches in grouping in guiding learners to achieve optimum development. Professional educators need to be highly knowledgeable pertaining to the philosophy behind each method utilized in grouping pupils for instruction. A specific plan or plans adopted in grouping pupils for instruction in selected schools should be based on sound criteria with which educators agree.

Open Space Education

Open space education was rather popular in the United States. Basic generalizations pertaining to open space education would be the following:

1. Pupils in small groups work at learning centers in the class setting.
2. Learners may select which center to work at as well as select the tasks to proceed with from a selected learning center.
3. Pupils are to learn to respect each other at the different centers of learning.
4. Humaneness in the learning environment is stressed as being very important.
5. Pupils order their own achievement in selecting activities.
6. The teacher structures the learning environment from which learners may choose ongoing experiences.

The following are selected examples of learning centers in the language arts:

1. a reading center in which pupils individually may select a book to read of their own choosing.
2. a writing center where in pupils may select a picture about which to write.
3. a speaking center containing suggested topics to speak on. A cassette recorder may give a learner feedback pertaining to his own achievement.
4. a listening center in which learners listen to selected tapes of their own choosing. A task card at this center may help learners assess their own achievement in listening.

5. a spelling center in which pupils may select a list of words to master in spelling and use in functional writing situations.

6. a dramatization center wherein pupils look at possibilities listed on a task card for dramatizing and proceed with their choice.

7. other possible learning centers may include a phonics center, a poetry center, a construction or art center relating to ongoing experiences in the language arts.

Nongraded Schools

All public schools in the United States should deemphasize grade levels in teaching-learning situations. For example, selected third graders read better than certain sixth graders. Or, a specific group of fourth grade pupils achieve at a higher level in spelling as compared to a selected set of sixth graders. Thus, grade levels in many cases may mean very little in terms of learner achievement. What is important is that new learnings are being achieved by each learner and success is inherent in learning. Also, each individual pupils needs to achieve to his or her own unique optimal rate of achievement.

All public schools need to work in the direction of being ungraded. Each learner then would achieve relevant objectives in different facets of the language arts regardless of age level. Continuous progress should be in evidence for each learner.

Advantages of the nongraded school may be the following:

1. Grade levels are not considered when determining a child's present level of achievement. If, for example, a pupil is eleven years of age and achieves to his/her optimum by reading content written on what is normally the third or fourth grade level, these materials then must be used in ongoing learning experiences.

2. Ideally, pupils individually should experience continuous progress in teaching-learning situations. Feelings of success on the part of individual learners are then an inherent part of ongoing learning activities.

Disadvantages in utilizing the nongraded concept in grouping pupils for instruction may be the following:

1. Parents and the lay public tend to think of grade levels and graded textbooks in the school setting. (There are implications here for educating the lay public in terms of changing concepts pertaining to education.)

2. Teachers must keep relevant records pertaining to each child's achievement. Thus, new learning experiences should not duplicate nor be too far removed from previous learnings obtained by individual learners. Keeping adequate records for each learner at each step along the way in achievement can add to the heavy work load of professional teachers.

3. Learners tend to think they need, for example, to study from sixth grade commercially prepared textbooks if they are in the sixth grade. Many learners feel this way if these textbooks do or do not meet their personal needs. (Thus, learner attitudes also need to be changed in terms of interacting with learning activities on diverse achievement levels.)

Team Teaching and the Pupil

Team teaching has been a valuable asset in improving the public school curriculum. To be called a teaching team, the following criteria must be adhered to:

1. Two or more teachers must plan together the objectives, learning experiences, and assessment procedures for a given set of pupils.

2. Pupils are taught, generally, in large group sessions, committee work, and individual study.

Advantages given for team teaching include the following:

1. More than one mind is involved in determining what to teach (goals of instruction), as well as the means used to have pupils achieve desired ends (learning experiences) and how learners are to be assessed (evaluation).

2. Teachers may learn from each other in a democratic planning session (inservice education is then in evidence).

3. Selected teachers may do better in teaching when other professionals on the team assist in planning for instruction as well as help in evaluating teaching performance in the class setting.

Disadvantages of team teaching include the following:

1. There are teachers who would prefer not being members of a teaching team.

2. Selected teachers may feel uncomfortable teaching in the presence of

other adults.

3. Planning session may be undemocratic and the thinking of one team member alone is then implemented in teaching-learning situations.

The Self-contained Classroom

The self-contained classroom has much to offer in teaching-learning situations. Thus, a given teacher may teach a set of pupils in most of the curriculum areas, except perhaps music and art. The teacher in the self-containing classroom can

1. get to know each pupil well and use this data to do a better job of providing for individaul differences.

2. help pupils perceive that diverse curriculum areas in the elementary school are related.

3. keep the amount of time devoted to teaching each curriculum area flexible, thus using time flexibility for each curriculum area in providing for individual differences.

Disadvantages given for the self-contained classroom concept in teaching may be the following:

1. A specific teacher cannot teach all curriculum areas in the elementary school well. Thus, a teacher may not be interested in or have the skills to teach a specific curriculum area as compared to other areas.

2. Teachers need to specialize more in the teaching of a specific curriculum area. Thus, adequate course work in content and methods should be taken by a teacher on the college or university level to qualify for a teaching position in a specific curriculum area such as the language arts.

Departmentalized Teaching

On the intermediate grade levels, there are educators who are emphasizing more of departmentalization in terms of grouping pupils for instructin. Thus, in a departmentalized setup the teacher may

1. become proficient in teaching one curriculum area only, such as the language arts.

2. obtain preservice training on the undergraduate level qualifying the future teacher to specialize in teaching a specific curriculum area only. This individual would take the necessary professioanl education sequence as well as have adequate background training in such areas as semantics, linguistics, literature, speech correction, language development, public speaking, and diagnosing and remediation of problem areas in the language arts.

3. make fewer preparations for each day of teaching, since the language arts only or a different curriculum area will be taught.

Disadvantages of the departmentalized plan in grouping pupils for instruction may be the following:

1. The teacher does not get to know each pupil well enough to do a good job of teaching. There are, for example, too many learners that are taught in a given school day.

2. Content pertaining to the language arts may become too isolated from other curriculum areas such as social studies, mathematics, health, and science. Pupils should have ample opportunities to notice that diverse curriculum areas may be perceived as being interrelated.

3. Time devoted to each curriculum area is rigid. Pupils, for example, may spend forty to fifty minutes on the intermediate grade level where language arts is taught. After this amount of time has elapsed, pupils must move to a different classroom for learning activities pertaining to another curriculum area.

Homogeneous Grouping and the Language Arts

Selected teachers of language arts prefer homogeneous grouping of pupils as compared to heterogeneous grouping. Thus, learners in a classroom will be more uniform in language arts achievement in homogeneous as compared to grouping pupils heterogeneously. The following, among others, may be advantages of homogeneous grouping:

1. It may be easier to teach a given set of learners where the range of achievement is not as great as compared to other plans for grouping learners for instructional purposes.

2. Learners whose capability and/or achievement is not extremely different may not look down upon others as much.

3. Pupils may be challenged more in learning where achievement is more

uniform in the class setting as compared to heterogeneous grouping.

4. The class as a whole may be taught more frequently as compared to heterogeneous grouping.

Disadvantages pertaining to homogeneous grouping may be the following:

1. The class setting may be more democratic when mixed achievement levels are in evidence.

2. There still are marked differences in achievement of a given set of learners even if homogeneous grouping is being tried.

3. Pupils must become accustomed to being with others regardless of capacity and/or achievement levels. In society individuals tend to interact with others regardless of factors pertaining to language arts achievement.

4. The teacher may teach learners as if they are uniform in achievement.

Heterogeneous Grouping and the Language Arts

Selected educators recommend that pupils be grouped heterogeneously. Thus, a greater range of achievement in the class setting will be true in the language arts as compared to using homogeneous grouping. Advantages given for heterogeneous grouping may be the following:

1. Pupils can learn from each other regardless of capacity and/or achievement levels. These learnings may include getting along with others in an atmosphere of respect involving individuals who may be greatly different from others in many ways.

2. Teachers need to provide for individual differences regardless of the methods used to group pupils for instruction.

3. Provision can be made for individual differences by using open space education, individualized reading, programmed learning, and other innovations in individualized instruction regardless of the plan used in grouping pupils for instruction.

Disadvantages which may be listed for heterogeneous grouping include the following:

1. It may be difficult to teach the class as a whole at selected intervals due to an extreme range of pupil achievement in the class setting.

2. Gifted and talented pupils may not achieve to their optimum when slow learners take up much of the teacher's time in teaching-learning situations.

3. Fast learners may not appreciate the contributions of slow learners in the class setting.

Schools Without Walls

The alternative school movement was rather popular in the United States. One type or kind of alternative school is the school without walls. Basically, all public schools have used the "schools without walls" concept in teaching-learning situations. Thus, purposeful excursions or field trips have become an important part of the curriculum. The use of field trips or excursions in teaching-learning situations may be represented on a continuum using a line. On this continuum, selected chools may strongly believe in and implement the use of many excursions in the curriculum. Toward the other end of this continuum, a public school may not implement any field trips related to units of study during a given school year. Most of the learnings gained by pupils in a school without walls take place in the community. These would be purposeful learnings that are planned in a class setting. Learnings obtained in the community may be assessed in the class setting. Listening, speaking, reading, and writing vocabularies can be emphasized thoroughly in the school without walls. Advantages given for schools without walls may be the following:

1. Realistic learnings are definitely in evidence with the use of excursions and field trips into the community.
2. Purpose is inherent in learning if pupils with teacher guidance have planned excursions.
3. School is not separated from society in that realistic learnings in the community can be obtained by pupils.
4. Students sequence their own learnings through teacher-pupil planning involving objectives, learning experiences, and evaluation procedures.
5. Interest in learning should be high on the part of students since they are involved in planning the curriculum.
6. Students must be responsible individuals since their concerns are important in terms of what is to be studied.

Disadvantages inherent in the school without walls concept in teaching

may be the following:

1. This method of teaching may not harmonize with the learning styles of selected pupils. This would be true of any approach in grouping pupils for instruction as well as methods used in teaching.

2. Selected learners may not be responsible enough to participate in planning the curriculum.

3. Pupils may lose out on the basics in each of the curriculum areas.

The Dual Progress Plan

The dual progress plan in grouping pupils for insturction has much to recommend itself. The following curriculum areas on the intermediate grade levels could be taught as being related by one teacher - social studies, language arts, health, and physical education. Science, mathematics, music, art, and foreign languages would be taught using the departmentalized system in grouping pupils for instruction. Thus, intermediate grade pupils may experience both the self-contained concept as well as departmentalization in grouping practices.

Advantages for the dual progress plan in grouping pupils for instruction may be the following:

1. It is a more gradual way to introduce pupils to departmentalized teaching which is typical on the junior high school level. The change from the elementary to the junior high years may be abrupt if the self-contained room is emphasized from kindergarten through grade six and departmentalization is stressed in grades seven through twelve.

2. Teachers who like to teach a specific curriculum area such as science or mathematics may do so.

3. Pupils may experience teaching-learning situations from more teachers as compared to the self-contained classroom.

In Summary

Teachers, principals, and supervisors must become very knowledgeable and conversant about different approaches utilized in organizing the curriculum. Thus, the separate subjects approach, the correlated curriculum, the fused curriculum, and the integrated curriculum represent diverse ways of organizing

each of the curriculum areas in the elementary school. There are advantages as well as disadvantages in using any one of these approaches in organizing the language arts as well as other curriculum areas in the elementary school.

Related to the problem of how each curriculum area should be organized in the elementary school is the question pertaining to ways of grouping pupils for instructional purposes. Thus, teacher, principals, and supervisors must assess each of the following approaches in grouping pupils for instruction before any single plan is adopted:

1. open space education and learning centers
2. the nongraded school.
3. team teaching.
4. the self-contained classroom.
5. departmentalized grouping of learners.
6. homogeneous grouping.
7. heterogenous grouping.
8. schools without walls.
9. the dual progress plan.

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THEORIES OF LEARNING AND THE LANGUAGE ARTS

It is important for teachers of language arts to develop recommended guiding principles when selecting objectives, learning activities, and evaluation procedures in the language arts curriculum. All teachers possess something that guides them in teaching-learning situations if this can be verbalized or not. Thus, a teacher may believe strongly that textbook writers in the language arts have relevant learnings that all pupils need to develop sequentially. A different teacher believes that much rote learning and memorization are methods to use in acquiring complex knowledge, skills, and attitudes in ongoing lessons and units. This same teacher then has a selected theory of learning which is a guide in implementing the curriculum. It may well be that a teacher of this description cannot describe orally or in writing which theory of learning is adhered to. The theory of mental discipline, emphasized in the United States prior to the 1900's, may then be in evidence. Basic principles back of the theory of mental discipline would be the following:

1. Difficult content must be learned by pupils to exercise the muscles in the mind.

2. Memorization of content is important to exercise the muscles in the mind.

3. A formal classroom setting is needed so that pupils may learn much content.

4. Content objectives become important to the exclusion of skills and attitudinal objectives.

Stimulus-Response Theory of Learning

Stimulus-response school of thought in terms of how pupils learn is very

important for all educators to be knowledgeable about. This theory emphasizes the following criteria:

1. Programmers may determine what pupils are to learn, using micro-computers or textbooks.

2. Pupils progress forward very slowly at each sequential step of learning.

3. Learners know immediately if their response to an item is correct or incorrect.

4. Reinforcement is inherent in programmed learning. Thus, pupils basically are correct in each sequential step in learning.

The use of behaviorally stated objectives also stressess stimulus-response psychology in teaching-learning situations. Behaviorally state objectives generally follow the following criteria:

1. Specificity is important in the writing of stated objectives.

2. It must be possible to measure pupil achievement after instruction, to determine if the desired ends have been achieved.

3. Learning activities are selected in terms of having pupils achieve the desired objectives.

4. The objectives are stated in terms of what pupils will be learning.

The following are examples of behaviorally stated objectives in the language arts:

1. Each pupil will spell correctly nine out of ten words.

2. The pupil will write a haiku poem.

3. The pupil will write a two hundred word paper on a topic of his own choosing.

4. Pupils will write a sentence following each of these sentence patterns:

   (a) noun-verb or subject-predicate
   (b) noun-verb-noun or subject-predicate-direct object
   (c) noun-verb-noun-noun or subject-predicate-indirect object-direct object
   (d) noun-linking verb-predicate adjective or subject-predicate-predicate adjective
   (e) noun-linking verb-predicate noun or subject-predicate-predicate nominative

5. The pupil will write a paragraph of forty words using a topic sentence.

6. Given a paragraph of fifty words, the pupil will find five errors in spelling.

In each of these objectives, the teacher can determine if pupils have or have not achieved the desired end or ends.

Behaviorally stated objectives written by the teacher for teaching-learning situations differ from programmed learning in the following ways:

1. Behaviorally stated objectives may be achieved by pupils in more than one class session. Pupils need to follow learnings sequentially as determined by the programmer in programmed learning.

2. Sequential steps in learning using behaviorally stated objectives are not as specific as compared to programmed learning. In programmed learning, the pupil moves forward very gradually from one sequential step to the next.

3. The teacher will need to do much of the evaluating when assessing pupil achievement in terms of behaviorally stated objectives, whereas in programmed learning, the pupil generally knows immediately if he is right or wrong after making a response by noting the answer given by the programmer.

4. The classroom teacher writes behaviorally stated objectives for teaching-learning situations, whereas the programmer determines what pupils are to learn in programmed learning.

The following would be an example of programmed learning in the language arts:

Which word has a different beginning letter as compared to the other two words?
bat cake cat bat

Which two words of the following have the same beginning letter?
apple bat ban bat, ban

Which words in the following set have the same beginning letter?
bat ban cat banana dad bat, ban, banana

Which of the following words have two beginning letters which are alike?
bin cat bit saw bin bit

Sequential steps for pupils to achieve are smaller in programmed learning as compared to the use of behaviorally stated objectives written by the teacher. In programmed learning as well as in using behaviorally stated objectives, the following criteria must be followed:

1. It definitely can be measured if pupils have been successful in achieving desired objectives.
2. Pupils are to be successful in each sequential step of learning.
3. The child does not sequence his or her own learning; the teacher or programmer determines the correct order of experiences in learning for pupils.

Criticisms given of stimulus-reponse school of thought in terms of how pupils learn include the following:

1. It is mechanistic and emphasizes lower levels of cognition on the part of learners.
2. Attitudinal objectives may be slighted in teaching-learning situations.
3. Sequence and content in learning should be determined more by children as compared to programmers and/or teachers.
4. Selected pupils may find that this approach in teaching does not harmonize with their own individual learning styles.
5. A single method used extensively in teaching may not aid in developing and maintaining pupil interest in learning.

Gestalt Theory of Learning

Gestaltist emphasize the importance of wholistic learning. Thus, individuals have a tendency to preceive content in terms of the wholeness of the situation. After preceiving the wholeness of an object, scene, or situation, specific facets or parts of the whole are then noticed. In reading and spelling, a pupil will view a complete word and then notice the parts that make up this word. In the teaching of reading, the teacher may utilize the following teaching procedures in the gestalt approach:

1. The teacher would guide learners in getting an overview of an entire story before discussing relevant parts. Thus, in developing background information within learners prior to reading, related ideas would be stressed emphasizing content covering the wholeness of the situation.

2. In introducing new words which pupils would encounter in reading, learners see these words in sentences on the chalkboard prior to engaging in the act of reading. The words may then be analyzed phonetically to aid learners in gaining important learnings pertaining to word recognition and identification.

3. Pupils attach necessary meanings pertaining to the new words within context. Thus, meanings to words are not learned in isolation but within a wholistic situation such as in a sentence.

4. From these experiences above (numbers 1, 2, and 3), pupils are encouraged to ask questions for which related content can be obtained through reading.

Following the reading of content on an individual basis, content may be discussed answering previously identified questions or purposes. Further learning experiences emphasizing wholistic approaches in teaching and learning emphasize the following:

1. pupils in a committee developing a mural pertaining to ideas gained from reading.

2. selected learners cooperatively dramatizing content taken from the completed reading activity.

3. individual pupils summarizing major generalizations achieved.

The gestalt school of thought in terms of stressing how pupils learn emphasizeds wholistic learnings initially. These initial wholistic learnings then may be followed by analyzing facets or parts of the whole.

Structure of the Disciplines

Selected ldeading educators in the United States emphasize that pupils inductively develop key main ideas of a discipline. Thus, for example, college and university professors cooperatively would identify structural ideas pertaining to the academic discipline in which they specialize. Linguists then may identify structural ideas such as the following which pupils would achieve inductively:

1. diverse sentence patterns such as the subject-predicate pattern; the subject-predicate-direct object pattern; the subject-linking verb-predicate adjective pattern; the subject-linking verb-predicate noun pattern; and the subject-predicate-indirect object-direct object pattern.

2. ways of expanding sentences through the use of modifiers, appositives, subordinate clauses, and compounding parts within a sentence.

3. word patterns such as those which represent consistency between symbol and sound, e.g. cat, hat mat, fat, and bat, as well as understand word families where consistency is not in evidence between symbol and sound, e.g. box and fox, or weight and neigh.

4. differences in meaning of grammmar as compared to usage in developing major concepts pertaining to the study of the English language.

5. the English language changing in terms of new vocabulary terms being added as well as meanings changing of selected words. Other changes are also identifiable such as spelling of words and word order in sentences.

In Summary

It is important for teachers, principals, and supervisors to study and develop a theory or theories of learning pertaining to the teaching of language arts. In making decisions pertaining to the selection of objectives, learning experiences, and assessment procedures, faculty members in schools must be guided by relevant and agreed upon principles and theories of learning.

OBJECTIVES AND LEARNING ACTIVITIES IN THE LANGUAGE ARTS

It is important for teachers, principals, and supervisors to study and evaluate relevant objectives for pupils to achieve. The following sources may be utilized in gaining information pertaining to relevant educational objectives:

1. reading content from recent textbooks written for undergraduate and graduate students in teacher education programs on the college and university level.

2. studying ideas written in recent periodical articles in professional education journals.

3. attending professional meetings relating to teacher education and improving the curriculum.

4. visiting progressive schools and talking with professionals pertaining to ways of improving the curriculum.

5. reading research studies relating to determining and selecting educational objectives.

Educational objectives should be categorized so that rational balance may exist among the diverse kinds of objectives which pupils may achieve. One category scheme that can be used pertains to understandings, skills, and attitudinal objectives. Understandings objectives are comprised of important facts, concepts, main ideas, and generalizations which learners are to achieve as a result of teaching. Understandings objectives which pupils are to achieve in the language arts could be the following:

To develop within the pupil an understanding of

1. various techniques in reading to utilize in identifying new words.

2. diverse purposes involved in comprehending written content such as skimming, reading for factual information, and gaining a sequence of ideas.

3. appropriate methods to use in the spelling of words.

4. guidelines to follow in giving an effective oral presentation within a group setting.

5. the importance to communicate ideas effectively to others.

6. different purposes involved in communicating ideas orally such as in conversing, discussing, interviewing, introducing, and solving of problems.

7. the need to reveal legible handwriting exhibited through proper letter formation, spacing of letters and words, appropriate alignment of words, proportion of letters within words, and slant of individual letters.

8. the need for unity of content within a paragraph and the necessity of having appropriate sequence of paragraphs.

9. the need to listen for a variety of purposes, such as listening for facts, main ideas, generalizations,sequence of ideas, as well as engage in listening critically and creatively.

10. the difference in meaning between the concepts of standard and non-standard English.

11. generalizations pertaining to how the English language operates.

Relevant skills objectives for pupils to achieve could be the following:

1. reading for a variety of purposes such as reading to acquire facts, generalization, main ideas, sequence of ideas, as well as evaluate content, engage in divergent thinking, and solve problems.

2. identifying new words through the use of phonetic analysis, syllabication, context clues, picture clues, structural analysis, and configuration clues.

3. developing increased proficiency in the correct spelling of words.

4. writing for a variety of purposes such as in writing business letters, friendly letters, poems, stories, plays, announcements, thank you notes, and congratulatory messages.

5. developing increased skill in utilizing oral communication for a variety of purposes, such as in situations involving conversation, discussions, dialogs, panel presentations, creative dramatics, buzz groups, and oral reports.

6. working cooperatively with the teacher and other learners in developing recommended guidelines to be used in evaluating learning experiences involving the use of oral communication.

7. developing increased skills in writing legibly in order to communicate written content effectively.

8. developing skills pertaining to the mechanics of writing such as in proper capitalization and punctuation.

9. using the concepts of stress, pitch, and juncture when communicating content to others.

10. utilizing diverse sentence patterns in writing such as the subject-predicate pattern, subject-predicate-direct object pattern, subject-linking verb-predicate adjective pattern, subject-linking verb-predicate noun pattern, and the subject-predicate-indirect object-direct object pattern.

11. developing proficiency in using various types of sentences such as interrogative, imperative, declarative, and exclamatory sentences.

12. developing increased skill in expanding sentences through compounding, modifying, subordinating, and us ing appositives.

13. being able to write diverse kinds of poetry such as couplets, triplets, free verse, quatrains, limericks, tankas, and others.

14. putting more of the child's own thoughts and feelings into creative writing.

15. developing adequate reading, writing, speaking, and listening vocabularies.

Attitudinal Objectives in the Language Arts

It is of utmost importance for pupils to achieve relevant attitudinal objectives. Achieving attitudinal objectives will also aid pupils in attaining important understandings and skills objectives. Positive attitudes toward learning aid in achieving understandings and skills objectives. The following may be vital attitudinal objectives for learners to achieve:

1. an attitude of appreciation in desiring to know how the English language operates.

2. an appreciation for the contributions of linguists in improving the language arts curriculum.

3. an attitude of interest in the history and development of the English language.

4. a desire to develop increased proficiency in listening, speaking, reading, and writing.

5. an attitude of respect toward the contributions of classmates in listening, speaking, reading, and writing.

6. wanting to read as an appropriate leisure time activity.

7. desiring to be more creative in speaking and in writing.

8. wanting to evaluate one's own achievement in the language arts in terms

of appropriate standards.

9. desiring to participate in teacher-pupil planning pertaining to selecting objectives, learning activities, and evaluation procedures.

10. wanting to improve in the mechanics of writing when communicating content to others.

Specific Objectives in the Language Arts

Selected educators are recommending that precise, specific objectives be utilized in teaching-learning situations. This has many advantages providing that creative thinking, critical thinking, and problem solving are emphasized adequate in teaching-learning situations. Specific objectives should emphasize the following criteria:

1. The objective should state what learners are to achieve as a result of teaching.

2. Learning activities selected by the teacher should guide learners in achieving desired objectives.

3. It can be measured if the stated objective(s) have been achieved.

The writer recommends the following additional criteria when writing specific objectives:

1. Creative thinking, critical thinking, and problem-solving activities are emphasized adequately in the written objectives.

2. An adequate number of objectives come from pupils in ongoing learning experiences.

3. Teacher-pupil planning is utilized to determine education objectives, learning activities to achieve objectives, and assessment procedures in evaluating learner achievement.

The following are examples of specific objectives in the language arts:

1. The pupil will write a haiku poem.

2. The learner will identify a problem area and write a related solution.

3. The pupil will write a story of at least three hundred words using a title of his/her own choosing.

Advocates of specific objectives recommend that goals be stated prior to teaching so that the direction of learning may be determined before pupils engage in ongoing learning activities.

Outcomes Within Learning Experiences

There are selected educators who state that objectives for learners to achieve cannot be determined prior to teaching. These educators would say that from selected learning experiences, pupils achieve ends of their own choosing. Activities for pupils then should achieve the following outcomes:

1. obtain pupils' interests.
2. help pupils perceive purpose in learning.
3. provide for diverse achievement and capacity levels.
4. aid pupils in identifying problems and questions.
5. increase teacher-pupil planning.
6. involve learners in evaluating their own achievement.
7. learners being involved more in the decision-making process.
8. pupils respecting other individuals.
9. improved sequence in learning.
10. intrinsic motivation being present on the part of the learner rather than extrinsic motivation.

Open Space Education and the Pupil

Advocates of open space education have made many important contributions in improving the curriculum. The teacher in open space education plays a different role in teaching-learning situations as compared to more traditional practices in education. The following guidelines should be followed by teachers who are actively involved in open space education:

1. Pupils are actively involved in determining what to learn and the media to be used in learning.
2. Pupils engage in decision-making practices pertaining to which learning center to participate in.
3. The teacher guides and stimulates pupils in learning; lecturing, assigning, reprimanding, forcing, and dictating are concepts not associated with open space education.
4. Pupils with teacher guidance are involved in determining content of diverse learning centers.

5. Learners have ample opportunities to work in small groups of four or five at different learning centers in the class setting.

6. Good human relations are emphasized very strongly in open space education.

7. Sharing of ideas gained at a specific learning center and also with the class as a whole is significant in open space education.

8. Pupils sequence their own learnings when making selectins as to goals in learning to achieve as well as learning activities selected.

9. Self-evaluation by learners is vital in open space educations.

10. The integrated curriculum is advocated rather than the separate subjects approach.

To implement the above listed statements involving open space education, the following are given as examples pertaining to possible learning centers in the language arts curriculum:

1. Reading center. At this center each pupil would have ample opportunities to select a library book written on his/her achievement level. The library books at this learning center should pertain to various topics and titles, thus providing for the interests of each child in the class setting. After having completed the reading of a library book, the child may have a conference with the teacher to reveal comprehension of what has been read. The child may also indicate comprehension in reading library books through the following ways:

a. sharing ideas with other learners.

b. developing a related diorama.

c. completing a mural with other learners who have read the same library book.

d. dramatizing what has been read (this would involve creative dramatics and pantomiming).

e. presenting an oral report to the class using related pictures and other audio-visual materials.

2. Listening center. Here, pupils individually or in committees may select tape recordings to listen to. The teacher may wish to prepare task cards for this learning center. From the task card, the child may select which task to work on.

The tasks will vary in levels of complexity in order to provide for individual differences in the class setting. The child may reveal comprehension as a result of answering questions from a task card. Or, he/she may select a task which pertains to a problem solving activity whereby needed information is obtained from recorded voices.

3. Speaking center. Pupils working at this center may practice using the concepts of stress, pitch, and juncture when communicating content orally to others. Cassette or tape recorders may be used by learners to record the spoken voice and notice changes in meanings of selected sentences when emphasizing the concepts of stress, pitch, and juncture. For example, pupils can notice changes in meanings of a sentence when commas are left out in writing or when pauses are not clear between words when communicating content orally:

Jim Allen Ralph Henry Bob Martin and Linn went to the picnic. (There, of course, is a lack of clarity as to the number of people who attended the picnic.)

4. Spelling center. Spelling textbooks may provide learning experiences for pupils at this center. It is good to pretest pupils to determine present individual achievement levels. Thus, each learner can be working at a different achievement level as compared to other children in the class setting. Once a child has mastered the spelling of a given set of words, the teacher, aide, or another child can test the individual child's mastery of these spelling words. Each child can work at his/her own optimum rate of speed in mastering the spelling of selected sets of words within the adopted spelling textbook.

Each pupil with teacher guidance may also select a specific set of words to master in spelling. The individualized set of spelling words could come from units of study in social studies, science, mathematics, and the general area of language arts, including reading. Once a child feels he has learned to spell a selected set of agreed upon spelling words, he may be tested to insure mastery.

The teacher should guide pupils in using these spelling words in a variety of functional writing situations such as in writing business letters, friendly

letters, announcements, plays, poems, and stories.

5. Writing center. Ample opportunities need to be given learners to put ideas in writing. Pupils individually may select a picture, from among several, to write about. Pupils should be encouraged and rewarded to write creatively. Originality and uniqueness of content are to be encouraged.

Pictures as well as objects should be present in the classroom setting to encourage pupils in writing diverse kinds of poetry such as free verse, triplets, couplets, quatrains, tankas, and limericks. These pictures and objects may also stimulate learners in writing creative stories. Within these stories, at the proper stage of development, pupils may be guided in thinking and writing about the setting, characterization, and the plot of the story.

6. Vocabulary center. At the vocabulary center, pupils may be guided in attaching new meanings to words as well as learning to use in a meaningful way new concepts and content. Thus, pupils may view and discuss selected pictures and objects with the ultimate goal of developing a richer listening, speaking, reading, or writing vocabulary.

Pupils in the class setting may also discuss new terms read about in library books. They may also dicuss vocabulary terms heard from viewing television programs or listening to radio broadcasts.

Learners may also be guided in attaching meaning to new words encountered in reading through the use of context clues. For example, a child reading a sentence such as the following may not know and understand the meaning of the underlined word:

The boy rode his <u>bicycle</u> to town.

Numerous words would make sense to take the place of the unknown new word which in this case happens to be "bicycle". Other words that would be meaningful within that sentence would include "horse," "donkey,", and "tricycle." With the use of phonetic analysis, the child would associate the beginning letter "b" which has a consistent sound with words that begin like "bed," "boy", "bay",

and "bail". A bicycle, of course, is something to ride on and is used much more frequently in riding to town as compared to the use of a horse, donkey, or tricycle. Pupils then need many experiences in reading to use context clues in determining the meaning of new words.

7. Audio-visual centers. Pupils should have ample opportunities to view filmstrips, slides, and films of their own choosing. These presentations could provide background information in setting the stage for creative writing. Audio-visual presentations may provide background information for pupils in a quality reading readiness program. Later on, in a more formal program of reading, pupils generally have an easier time in learning to read, since familiarity of content is in evidence due to having developed adequate background information within a reading readiness program.

The audio-visual center may also provide background information for pupils to use in diverse kinds of speaking activities, such as conversing, discussing, and interviewing.

8. Puzzle center. The teacher and/or pupils at the appropriate stage development may make crossword puzzles. By filling in the blank spaces on the crossword puzzles, learners may be guided in developing to an optimum level in vocabulary development. Pupils individually or in committees may work on these crossword puzzles. The puzzle center could be increased in scope to include the playing of games pertaining to the language arts curriculum. Games may be made or purchased commercially pertaining to helping pupils in spelling, word recognition, and vocabulary development. These games should be on the understanding level of pupils. Thus, new learnings would be developed by pupils and yet at the same time success can be in evidence as far as pupil achievement is concerned.

9. Dramatization center. After selected pupils have completed reading a library book, they may wish to dramatize its contents. Or, after having listened to a story being read orally or being told in a stimulating manner, selected

learners may wish to dramatize its contents to others. Formal dramatization may be used whereby play parts are written by a committee of learners. Cooperatively, these learners decide upon and designate who is to play the role of a specific person in the play. Scenery may be developed by these committee members to go along with the more formal dramatization. The final presentation may be given to other learners in the class setting or to other classrooms of pupils.

Creative dramatics may also be used to present content to listeners in the class setting. The content may come from having read a story or library book or having listened to a story or library book read by the teacher. Content for the creative dramatization may also have come from the telling of a story by the teacher. Pupils in creative dramatics spontaneously develop speaking parts as the need arises. Pantomiming may also be used to convey the contents of a story or library book to viewers. The spoken voice basically is not used in pantomiming.

Summary Statements on Open Space Education

Within a structured environment determined by the teacher, pupils have much leeway in determining what to learn in open space education. Thus, pupils are involved in decision making. It is important for pupils to learn to work together harmoniously in open space education. Humaneness is an important concept to emphasize in this method of providing learning activities for pupils.

In Summary

Objectives should be selected carefully which pupils are to achieve. There should be rational balance among understandings, skills, and attitudinal objective in teaching-learning situations involving the language arts. Attempts should be made by teachers, supervisors, and administrators to state objectives precisely (specific objectives) when writing goals for learners to achieve. These objectives, however, must contain relevant learnings for pupils to achieve such as critical thinking, creative thinking, and problem solving. Ample opportunities

must be given learners in determining objectives, learning experiences, and evaluation procedures.

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THE WRITING CURRICULUM: CREATIVE VERSUS PRACTICAL

To what extent should objectives in the curriculum reflect novel, creative content written by pupils? Or, should writing activities largely emphasize what is of practical value? One can perceive the two purposes in writing at opposite ends of the continuum. In between points may well represent a combination of the two philosophies -- creative as well as utilitarian purposes in writing. There, of course, are degrees of creativity involved in all human endeavors, writing included.

Creativity and the Writing Curriculum

There are selected teachers who strongly emphasize that pupils rather continuously engage in creative writing. Thus, learners may be stimulated to write

1. diverse kinds of verse, such as couplets, triplets, quatrains, limericks, haiku, tanka, free verse, and septolets.
2. different forms of prose, including tall tales, mystery, adventure, biographies, autobiographies, myths, legends, and fairy tales.

In each creative writing experience, a variety of approaches should be utilized by the teacher to encourage pupil participation. The use of pictures, slides, filmstrips, films, discussions, explanations, excursions, and viewing the natural/cultural environment may well assist in setting the stage for creative writing. An encouraging, relaxed classroom environment might also guide pupils in freely expressing inner feelings, wants, and desires in writing.

Numerous reasons are given for emphasizing creative writing on the part of pupils. First of all, in society, there are many problems which need

identification and solutions. Among others, these problems involve pollution, unemployment, inflation, crime, slums, poverty, and extremism. Creative minds are needed to solve problems. Previously tried solutions might not have worked. What is a better way to develop creative minds than to have pupils engage in creative endeavors?

Secondly, the lay public desires increased emphasis should be placed upon the three r's -- reading, writing, and arithmetic. The second of the three r's may well be emphasized in creative writing endeavors. Ideas come first. However, the mechanics of writing can also be stressed in the final product. The mechanics may include spelling, handwriting, capitalization, punctuation, and usage.

Thirdly, pupils generally enjoy creative writing experiences. The feelings, values, and beliefs within a person must come to the surface to reveal creativity in writing. If creativity is desired and rewarded in the class setting, learners, in degrees, desire to reveal uniqueness in end products.

Fourthly, there are numerous means for learners to reveal creative behavior. Among others, dramatization activities, construction experiences, art projects, research activities, as well as creative writing provide means for learners individually to show creativity.

Utilitarian Purposes in Writing

There are educators advocating rather heavy implementation of practical writing experiences for pupils. Utilitarian purposes in writing might well include the following:

1. filling out job application forms appropriately.
2. writing friendly and business letters to communicate content.

3. writing a personal resume in applying for a job.
4. writing letters of application for a job.

In each utilitarian writing purpose, concrete situations should abound. Thus, in filling out job application forms, the involved learner should be guided by teachers and the business world to improve the end product. Learning activities must be as life-like and real as possible. Practicality in the curriculum is necessary so that school and society are integrated and not separate entities. As further examples, in integrating school and society, pupils with teacher guidance may write friendly and business letters to mail to receivers. Responses to the written letters should then be forthcoming.

Assistance that pupils need in the mechanics of writing may be emphasized as needed. Thus, the teacher assists learners in handwriting, spelling, punctuation, capitalization, and usage to effectively communicate in practical writing experiences.

Why should utilitarian purposes receive major emphasis in the writing curriculum?

1. What is taught in the school setting should have value to learners. The curriculum then must emphasize learnings which assist pupils to be contributing members in society.
2. Pupils generally achieve optimally if perceived purpose in learning is involved. Purpose pertains to what pupils feel is useful presently as well as in the future.
3. Too frequently, learners have felt school learnings to be impractical and have little or no use. Retention of learnings is then minimized. Achieved subject matter used by learners indicates that a transfer of learning has occurred. A link between school and society assists

pupils to retain what has been learned previously.

4. Pupils need to be involved citizens in society presently. A utilitarian writing curriculum needs to be in evidence in the school setting in order that the future adult may be a contributing member in society.

In Conclusion

Most teachers, no doubt, attempt to emphasize both creative and practical writing in the curriculum. However, teachers individually may lean more toward one philosophy as compared to the other. There are selected questions which need answering to resolve the dilemma:

1. How can rational balance be emphasized between creative and practical writing?
2. Which criteria should be utilized to justify creative and/or practical writing experiences in the curriculum?
3. Which standards should be utilized to ascertain success in writing in adult society?

EVALUATION OF TEACHERS

Much is being written and advocated about appraisal procedures in teaching. Teachers are being attacked and criticized for the quality of instruction in classrooms. To what degree, the negative statements are valid can be questioned. Also, the extent to which teachers are truly responsible for these attacks is a second relevant problem.

A holistic approach should be in evidence pertaining to evaluating teaching performance. Thus, in addition to instructional effectiveness in the classroon, the following factors are vital:

1. the quality of home life in providing a rich learning environment for children. This includes making adequate provisions for nutritious food, proper clothing, and appropriate shelter of the child.

2. the type of administration and supervision available in school to truly assist in making for wholesome learning environments in the classroom setting.

3. the amount of necessary materials (up-to-date textbooks, filmstrips, films, slides, supplementary materials, and other audio-visual materials and equipment) available to provide adequately for each student to achieve optimally.

4. the physical facilities of a school building to enhance learning. Leaky roofs, noisy surroundings, small outdated classrooms, steam radiators with their clanging sounds and extremely hot or cold temperature readings do not make for a sound learning environment.

5. the financial backing by local districts, states, and the federal government. Budget cutting and "fiscal responsibility" will not make for effective teaching-learning situations. Quality education is very expensive. No person should believe that cutting taxes and trimming the

budget are means to improving education. The slogan "I will not pay more in taxes to support education until the quality of teaching improves" is irrational at best. Certainly, the lay public does not expect the Defense Department to first establish a top rate military establishment before receiving more money to finance it. Money spent on defense has gone up by leaps and bounds in the past few years. And yet, the writer would question if its quality has improved any. One only needs to look at the loss of lives and bombings of United States facilities in Beirut, Lebanon.

It costs money to buy needed materials, supplies, and equipment to teach well. Learning by pupils does not take place in a vacuum. Students learn as a result of interacting with quality materials including teacher stimulation and encouragement.

6. support local boards of education. Board members need to be knowledgeable about and believe in the values of public school education for all students. A person who is interested in budget cutting only, or does not believe in the philosophy of public school education should definitely not be a member of the school board of education. Public school education beliefs advocate (a) a quality education for each pupil. Opposite is educating the elite or letting parents individually or collectively finance the costs of education through fund drives and candy sales. (b) providing for individual pupils in the classroom regardless of race, creed, or religion. Opposite of this philosophy is segregating pupils based on race and excluding those who differ from dominant beliefs in American society. (c) rewarding teachers for quality work. Praise, notes of commendation, and oral recognition of good teaching needs to be in evidence.

7. news accounts of teaching need to reflect a problem solving not

venemous approach in reporting education. Too frequently, newsreporters report

(a) the sensational. A negative happening in a specific school is generalized to all public institutions of education.

(b) the undesirable rather than a holistic, gestalt approach in describing public school education.

(c) content as if they are specialists in the educational arena.

(d) attack public schools but provide no solutions.

(e) the goodness of the private sector of the economy but not what the public sector does well. The private and public sector must compliment each other. If the private sector is emphasized only in terms of goodness, many individuals are left out of the good life in society. A relatively high percentage of people are poverty bound in the current free enterprise system.

Thus, many factors need to be appraised to notice if all segments in society are giving lip service only or truly assisting in providing a quality education for each student in the school and class setting.

Responsibility of Teachers

Whatever the circumstances surrounding each pupil, the teacher needs to provide the best in learning opportunities for each learner. The lay public must realize that students individually will be hindered in achieving optimally if the home, administrators and supervisors, inadequate teaching materials, physical school facilities, financial backing, school board support, and newsreports are found wanting in supporting public education.

The teacher needs to select relevant objectives carefully for pupils to achieve. The chosen goals must represent what is worthwhile for students to attain. The trivial, the mundane, the insignificant, and the irrelevant must be eliminated from the curriculum. Both teachers and learners need to perceive that the objectives have purpose. Reasons must be accepted by students to achieve the relevant objective. Thus, inductive and deductive methods need to be utilized to guide students in attaining the worthwhile objectives. Colleagues and the supervisor may be involved in selecting the goals for student achievement.

Next, learning opportunities need selecting to assist pupils to achieve the stated goals. It is critical to select learning activities which truly capture the attention span of involved students. Activities and experiences then must be interesting to learners. Why? Learning opportunities are selected to guide students to achieve desired ends. Definite criteria need to be used in selecting these activities. Certainly, students need to attach meaning to ongoing learning experiences within any lesson or unit. To attain meaning means to understand and comprehend facts, concepts, and generalizations. Comprehension of content is then in evidence. If pupils do not understand what has been taught, remembering or recalling what has been learned is minimized. To maximize retention of what has been learned, meaning needs to be an inherent part of subject matter taught. It is the student who needs to perceive that learnings are meaningful.

In addition to interest and meaning being significant in selecting learning opportunities, the student also needs to develop positive attitudes. If content is too complex for student acquisition, negative attitudes generally will develop within pupils. Understanding of subject matter presented is then too difficult for learners to attain. The

opposite extreme in selecting learning opportunities for students is that the content lacks challenge for students to acquire. Boredom and restlessness on the part of the pupil may then be a signigicant end result.

The teacher needs to understand and implement the concept of providing for individual differences. Pupils differ from each other in many ways such as capacity, achievement, motivation, purposes, and interests. It behooves the teacher to identify and make provisions for students. Thus, selected pupils are better readers than others and need more challenging materials to read. Or, one learner's interest in a specific topic may be quite different from others in the classroom. The teacher then needs to locate reading materials which provide for unique interests of the involved student. Any teacher has tremendous responsibilities in providing for the diverse individual differences among pupils in a specific classroom. Matching materials to be utilized in teaching-learning situations with the individual student's traits and characteristics is indeed a challenge for any teacher. However, the dividends in pupil learning may be great when the match can be made.

The teacher needs to be a motivator of students to achieve and accomplish. Motivation emphasizes increased energy levels for learning. The motivated learner has an inward desire to learn. The wish and will to learn is then inherent in the learning activity. Effort is in evidence on the part of the pupil in ongoing lessons and units. A motivated pupil being described by a teacher is one who accepts challenges and hurdles difficulties. Motivated students do not shun learning activities, nor do they waste time on task. Time is utilized wisely and well by learners who have and possess feelings of motivation.

The classroom teacher has many difficult tasks to pursue in developing

the curriculum. Quality teaching necessitates acquiring the interests of students, providing meaningful experiences in the classroom, developing attitudes which facilitate pupil learning, providing for individual differences among learners, and stimulating learners to be motivated individuals.

Hindrances to Quality Teaching

Teachers certainly face obstacles in teaching pupils. Most decisions affecting teaching are made by people outside the profession. Thus, legislators at the state and federal levels are quite powerful in affecting what happens in the school setting. It appears that there is much mistrust in having teachers being involved in the making of decisions. What are selected decisions made for teachers?

1. Numerous states have passed legislation pertaining to high school students passing a state developed test prior to receiving a diploma for graduation. States also have mandated that pupils be tested on different grade levels to notice if students are achieving and progressing as they progress through the different years of schooling.

There is a tendency then for teachers to teach pupils so the latter does well on statewide tests. A vital question needs to be asked involving the importance of students passing statewide and other tests to ascertain if a pupil should be promoted, as well as ultimately receiving a diploma. Life consists of more than passing tests. Does passing tests guarantee the making of quality citizens?

The writer believes that if teachers are pressured to have pupils do extremely well on test results, the latter then will achieve at a high rate. Any test can get out to students prior to the time it is administered. If a test is that important to determine a pupil's future or a teacher's

tenure, no doubt students will do well on test results.

Are tests so sacred that the results may well determine a student's future? The writer believes not. There are numerous other means available to appraise pupil progress. With quality standards utilized, the teacher can use observations to ascertain achievement of pupils to achieve objectives.

Additional emphasis placed upon the utilization of tests include testing beginning teachers prior to entering the teaching profession. Items on the test are to stress basic subject matter knowledge needed by the teachers to teach effectively. It is important for the lay public and boards of education to realize that passing tests does not equate good teaching. The act of teaching is different than skills emphasized in test taking. To be sure teachers need adequate subject matter to do an effective job of teaching. However, there are a multiplicity of skills needed other than passing tests. Anyway, what subject matter does a primary grade teacher need?

The state of New Jersey has passed a law whereby a person with a baccalaureate degree can teach without having taken any classes/courses in the art and science of teaching. But, is it not significant for teachers to possess necessary understandings, skills, and attitudes involving pedagogy? A teacher with subject matter knowledge only in an academic area might be extremely frustrated in teaching when knowledge of methods of teaching are lacking. There must be knowledge of subject matter as well as methods of assisting pupils to gain the content in ongoing lessons and units.

If experienced teachers are required to pass a test in order to continue to be licensed to teach, it almost appears as if an expost facto law is in evidence. Also a good teacher may fail a test and yet be a person who can truly motivate students to achieve. It is quite obvious that simple answers

to complex problems in education are not adequate, such as a teacher passing a test is automatically a good instructor. Any teacher must stimulate and motivate students to achieve and progress.

2. Selected states are attempting to or are implementing laws dealing with public schools presenting plans for excellence in terms of courses and objectives on a yearly basis to the state department of education. The annual submitted plans are to indicate that change is in evidence in the curriculum and that pupils are to achieve at a desirable level of accomplishment. Periodically, the schools will be visited and inspected to notice if excellence is in evidence.

The term "excellence in education" has certainly become a slogan in American education. The writer doubts if anyone knows what it means. The slogan sounds good. But, slogans are usually empty in meaning and purpose. It is extremely difficult to know what should go into a plan of excellence. Then too, from whose point of view is the plan excellent? For example, selected educators like an activity centered curriculum while others prefer students learning subject matter largely or only. Additional questions that need raising about plans of excellence are the following:

A. Plans are plans only. What actually happens in a plan when it is implemented is significant.

B. When developing plans of excellence, time is taken away from teachers preparing for and actually teaching students. If plans of excellence are developed, teachers should be involved in developing the contents. Administrators alone definitely should not develop these plans.

C. Plans of excellence may become a joke to write. Thus, the end result could be the establishing and sending in of a plan of excellence with no followup. Or, if a visitation team comes to a school, it may be overwhelming to appraise vital facets of the school such as the quality of

actual teaching. For the visitation team to merely notice the number of classes offered and if four years of English, and three years each of mathematics, social studies, and science are required of each student does exactly zero to improve the quality of teaching for each student.

If the accreditation team dictates what a school needs to do to improve the curriculum, decision - making is taken away from the domain of the teacher. Anyway, a plan of excellence to improve the quality of instruction sent by the school system to the designated department within a state represents a highly centralized system of establishing excellence. Thus, the scene of action is too far removed for teachers to be actively involved in improving instruction. Too frequently, committees represent the thinking of one or more participants. This is true due to prestige, polish, influence, and recognition of a specific participant compared to other members of the committee. Equality of participation is certainly lacking when the committee system is utilized. Decisions coming from a committee then may represent the thinking of one or two participants only. Decision making in committees then is minimized greatly.

3. Numerous states have implemented management systems of instruction to emphasize accountability. The concept of accountability stresses the use of tests to ascertain precisely what pupils have learned. Generally, specific measurably stated objectives are emphasized with accountability laws. Within the school district, precise behaviorally stated objectives are developed and written. Teachers are then required to have pupils achieve the stated objectives. In selected schools, criterion referenced tests (CRT) are purchased from commercial publishing companies. The objectives in the CRT should definitely agree with what the involved school is attempting to achieve.

Decision making is again taken away from teachers. The teacher then is hindered in choosing goals for a specific set of learners to achieve. The measurably stated objectives selected on the district level, even with heavy teacher involvement, are predetermined for students to attain. These objectives have been selected for an entire school year. If the goals are followed religiously in teaching situations, there might be no input from either the teacher or pupils during the school year.

The teacher does select learning activities for pupils to achieve the objectives. Generally, the tests to measure pupil achievement in goal attainment have been developed for the entire school system. The teacher's role then is selecting appraisal procedures is minimal or nonexistent.

Certainly, the teacher should be an active decision maker in selecting objectives, learning activities, and appraisal procedures. Why? To assist each pupil to learn as much as possible. Power grabbing is not emphasized here.

5. State departments of education certify and license teachers to teach. Teachers within the profession of teaching do not determine criteria for new instructors entering the profession. State laws determine which courses and experiences prospective teachers need to have in undergraduate college/university work in order to teach. State law may require a fifth year or master's degree for teachers to be licensed and certified.

There certainly are weaknesses as to legislatures and the governor of a state in general determining which criteria for certification of teachers should be followed. States tend to over react to recommendations made by different study groups deemed to be "blue ribbon" in nature. It almost has become a slogan in the United States to designate a committee to study education to make recommendations for its improvements and call it a blue ribbon committee. The writer doubts very much if so called blue ribbon

committees have much to offer in improving the curriculum. Too frequently, the so called specialist became a member of a blue ribbon committee due to being polished, political, and having the right connections.

States accepting and implementing the National Commission for Excellence in Education (NCEE) recommendations will ultimately be weighed and found wanting. With its recommendations of four years of English, and three years each of science, mathematics, and the social studies, leaves many students out of achieving the high school level of attainment. Too many students have experienced problems with three years of English and one year each of science, mathematics, and the social studies. Anyway, not all students by any means are academically inclined and do not lean toward taking courses known as the solids. The solid academic areas tend to be represented by mathematics, physics, biology, and chemistry. Why must elective courses selected by students based on personal needs and interests be called the easy courses? Elective classes have kept many students in high school until graduation time. Certainly, vocational classes have their relevant offerings for selected students who definitely are not academically inclined. The writer believes eventually the high school curriculum will move away from NCEE recommendations and attempt to provide for individually differences in order that students may achieve optimally.

6. How teachers are to be evaluated as to quality teaching emphasized is completely out of the hands of teachers. Diverse state legislation has established criteria whereby teachers are to be appraised. There might have been a few classroom teachers involved in developing the criteria. However, in situations such as these, the standards utilized to evaluate are out of the hands of involved teachers to be evaluated. The criteria used are to be "objective" and "fair." Seemingly, the slogans of objectivity and fairness are stated so frequently that it almost becomes a flag waving kind of activity.

Even though standards are listed in measurable terms, if that is possible, the appraiser of teaching performance with his/her biases, prejudices, and accepted philosophies will definitely be subjective in the evaluation processes. There are additional reasons why teachers fear evaluation procedures used. These Include:

a. the appraiser has his/her favorites as far as liking teachers is concerned.

b. conformity behavior of teachers may be encouraged. Thus, the evaluator can utilize the evaluation process as a lever to encourage uniform behaviors.

c. results from the evaluation may be utilized for merit pay purposes. This gives the appraiser tremendous unwarranted, unearned power over subordinates.

d. the appraiser (principals and supervisors) may be downright incompetent. Competency in any profession is truly a problem. Somehow, administrators, doctors, lawyers, and executives, in selected situations, secure positions with a definite incompetent framework. Teachers carry much criticism in stinging news reports due, no doubt, to other frustrations in society such as unemploument, inflation (how these rates are determined is definitely unobjective), tension in international affairs among nations, and poverty in society. Scapegoats, unfortunately, are utilized in society.

e. the evaluator may not like the methods used by a teacher even if they harmonize with an acceptable philosophy or psychology. Thus, an evaluator may not like a learning centers philosophy preferring rather predetermined measureable objectives in teaching students.

7. Selected states require a fifth year or masters degree for beginning teachers. The writer believes there are perennial questions involving the number of years a student needs to attend college/university prior to starting as a licensed, certified teacher. He started teaching with a sixty hour certificate in 1952-53 school year. If he had attended teacher education classes one year earlier, a thirty hour certificate would have sufficed. Today, there is much talk in requiring four years of liberal arts courses in order for prospective teachers to have solid grounding in subject matter to be taught to students as a regular instructor in the classroom. The writer basically took education courses in his sixty hour teaching certificate with classes in teaching of reading, teaching arithmetic, teaching of science, school health education, children's literature, observation of teaching, and 100 clock hours of student teaching. No mathematics

course was in the sixty hour certificate to teach. One science course in the program was a combination astronomy-geology class. No literature class was taken to be certified. An American history and a U.S. government class was required, among others.

Colleges/universities cannot teach every fact, concept, and generalization any one student will need in teaching. Each teacher needs to develop a zest and zeal for learning. There is nothing beyond education save more education, is certainly true as John Dewey (1859-1952) indicated.

The writer does not recommend a sixty hour certificate to teach. He recommends a baccalaureate degree for beginning teachers with motivation and encouragement from professors to become lifelong learners of subject matter and pedagogy. Oh, yes contrary to what one or two states have implemented with no pedagogy courses needed in a baccalaureate degree, the writer recommends much emphasis upon how to teach. Thus, educational psychology, curriculum courses, pre-teaching, history and philosophy of education, and other related classes and experiences are significant. What doth it profit a person to possess all the subject matter in the world and lose his/her own soul since pupils knoweth not what the content meaneth?

Schools of education need to select vital goals for prospective teachers to attain. Learning activities which are significant must be implemented in order that students may achieve the vital ends. Valid and reliable means of appraisal must be utilized to ascertain each prospective teacher's progress.

A fifth year in teacher education preservice level is highly expensive to the involved learner. State rules and regulations as well as schools of education need to be careful in not tacking on too many requirements at a time when salaries for teachers are extremely low. It is difficult, if not impossible, to raise these salaries to an adequate, liveable level. Why? Local districts can vote on school bond issues and levies. Since voters can vote, they

generally vote down tax increases. On the state level, there are limits on spending, such as Proposition 13 in California, Proposition 2½ in Massachusetts and the Hancock Amendment in Missouri. No doubt, it is impossible to pay salaries that are needed for teachers to make a decent living. How salaries are determined and how much to receive is completely outside the jurisdiction of teachers. These vital items are determined completely outside the teaching profession. Teacher's unions at the time being will not be able to buck the extreme limitations on taxing to pay for professional services of teachers.

The master's degree and higher is open to all teachers presently teaching to move upward on the salary schedule as well as increasingly becoming more professional. Public schools need to remunerate teachers adequately in pursuing college/university degrees above the baccalaureate degree. Each teacher can also pursue personal inservice growth through reading of professional articles in educational journals, attending local, state, and national conventions emphasizing the teaching profession, as well as visiting the classrooms of colleagues to notice interest centers, bulletin board displays, and actual teaching. Growth in the quality of teaching is the goal of all professional teachers and not only if a fifth year preservice baccalaureate degree has been completed. The tacking on approach of an additional year of preservice education is just that - tacking on. Rather, quality needs to be emphasized.

8. One state in the union is emphasizing merit pay for professional and other workers in a school building if excellence in teaching is in emphasis. Numerous criteria have been developed for personnel in each school building to achieve. The following criteria are salient:

A. teachers passing competency tests.
B. test results of students being high.
C. ratings of teaching proficiency being quality in nature.

There are certainly problems in using the building level approach in noticing meritorious teaching.

A. passing tests does not equal quality teaching by teachers or proficient learning by pupils. Humans do not live by passing tests alone. In fact, passing tests is not at all closely related to what is expected of individuals as citizens and workers.

B. students differ in achievement prior to beginning a new school year. Can slow achievers in a classroom be somehow equated with faster learners in a different classroom, other than using a dubious analysis of covariance statistical technique?

C. jealousy may be an end result if personnel in one school building are judged to receive merit pay while in a different school building, sincere and dedicated individuals do not receive awards.

D. if only a certain per cent of the schools can receive merit pay due to a lack of state moneys, what happens to the other schools where dedication and hard work is definitely in evidence on the part of teachers? Merit pay and career ladder beliefs cerainly have inherent difficulties and problems. There are no easy answers in identifying superior teachers and how they are to be rewarded. Principals and evaluators of teachers may play politics with the results in that conformity in behavior is desired by the former. Or, a teacher being evaluated for merit pay may come from a "distinguished" family in the community and receive quality evaluations and yet be an ineffective teacher. Also, basing teacher achievement on test results of pupils does not appraise total worth of the involved instructor. Certainly a teacher can teach for a test or provide answers directly to pupils in testing situations, but does that reflect quality in teaching? Hardly. Perhaps, other objectives are more important to emphasize than those contained in the printed tests. Simple answers do not answer complex problems.

Teachers are left out of determining how they are to be rewarded for quality teaching. Selected state legislatures have determined criteria and means of evaluation. The state superintendent of public instruction may have had much input into these decisions. However, state superintendents have many complex questions to answer in decisions, rules, and regulations made. The teacher on the firing line in actual teaching situations realizes the complexity of teaching in that he/she has no voice in many situations pertaining to

A. which pupils will be in the classroom. Do teachers want disrupters in their classrooms? No. The principal has assigned the hostile pupil to a teacher's classroom. When these decisions are made, favoritism among teachers may be a definite consideration.

B. which classroom the teacher will have for teaching. The writer has observed very small classrooms with large numbers of pupils therein. The teacher then plays an undesirable role as a policeman in attempting to maintain a quality classroom environment.

C. mainstreaming (PL94-142) pupils into the classroom. PL94-142 was a federal law. The writer favors mainstreaming if teachers are involved in making these kinds of decisions. However, merely adding numbers of special education pupils to the regular classroom does not emphasize excellence in education. Adjustments have to be made in numbers of pupils taught in a classroom if special needs of learners are added to the teaching load of the classroom teacher.

D. the role of the principal or supervisor. What if an unknowledgeable administrator wants to supervise classroom teachers closely and implement his/her ideas to "improve" the curriculum? What about human relations problems if a principal or supervisor lacks the ability to get along with classroom teachers? Any teacher may indeed then have a difficult role to play in the teaching profession.

In Closing

Easy solutions to difficult problems are to be avoided in the teaching profession. Too frequently, so called blue ribbon committees and state legislatures desire power in changing the public school curriculum. The writer recommends giving teachers more power in determining what is needed to improve the school curriculum.

READING AND THE PHILOSOPHICAL ARENA

There are numerous methods to utilize in the teaching of reading. A highly structured procedure in the teaching of reading might well pertain to the teacher selecting measurably stated objectives for pupils to attain. The teacher may also determine each sequential learning activity for pupils to accomplish the desired ends. After instruction, the instructor may evaluate if a pupil has/has not reached the sequential predetermined objectives. A rather flexible method of teaching reading could pertain to the child choosing which library books to read in a desired sequence/order. After completing the reading of a library book, the involved pupil may also select methods of appraisal to reveal appreciations, comprehension, and general achievement.

Each plan of reading instruction emphasizes an inherent philosophy or philosophies of education. How might a study of diverse philosophies of education assist teachers, principals, and supervisors to make curricular decisions in the teaching of reading?

Existentialism and the Teaching of Reading

Existentialism as a philosophy of education emphasizes the following in the curriculum of life:

1. The present moment/time is vital for each learner. Choices and decisions need to be made by the involved individual.
2. Many of these choices involve dilemma situations. In a free environment, authentic choices need to be made by pupils. Coercion in the making of choices is definitely not a part of existentialist thinking.
3. Moral choices made on an individual basis may end in positive feelings, as well as in feelings of alienation. A rational world does not exist. Decisions may well need to be made in an absurd/ridiculous world.
4. The consequences of an act/deed need to be considered by each chooser or decision maker.

5. Each human being is definitely responsible for choices made. The buck stops with the involved individual. Other persons individually or collectively, are not responsible for the consequences of the engaged person's decisions.
6. Since each person chooses in a completely non-authoritarian environment, knowledge, values, and beliefs are subjective to the chooser.

Which implications from a study of existentialism as a philosophy of education might be inherent for a recommended reading curriculum?

1. Pupils need to choose freely which library/trade books to read. Content in these reading materials should, of course, pertain to dilemma situations in the curriculum of life. Thus, people on an individual basis make selections and accept responsibility for sequential consequences. Moral commitment needs to be involved in the decision making arena. Tension, dread, and anxiety are inherent in making choices within the framework of an ambivalent arena.
2. Pupils voluntarily need to relate which personal decisions made ended in acceptable results, as well as those ending in feelings of loneliness. Content read from library books needs to be appraised by pupils in terms of authenticity of choices made by human beings. Should other choices have been made which would have increasingly emphasized the concept of morality? Can moral decisions be objectified or are these kinds of decisions always subjective to the involved chooser?
3. Learners may wish to reflect understandings and attitudes gained from reading through the development and completion of diverse art projects. These products in art should reveal subjective, personal feelings of the pupil artist.

Realism and the Teaching of Reading

Ultimate reality for a realist pertains to knowing the natural/social environment as it truly is or exists. To receive a good ed-

ucation, in particular, a learner should continually obtain an exact duplicate of the real world. Science and mathematics as two curriculum areas, no doubt, would receive top priority in the school/class environment. Science and mathematics contain exact, precise content which may be known accurately by the involved pupil. Additional tenets emphasized by realists in the school curriculum and in the curriculum of life may well include the following:

1. Precise ends should be chosen by the teacher for learners to attain. Also, the teacher needs to determine pupil activities to achieve the desired objectives, as well as evaluation/measurement procedures to ascertain achievement. Whatever exists in the real world is measurable. A needs assessment program may aid teachers in determining vital objectives in the reading curriculum.

2. Reading materials for pupils, of course, should contain content dealing with the real world. The diverse academic disciplines providing content in the science curriculum may provide excellent reading materials for pupils. Reading is a method of acquiring content pertaining to understanding the natural/social environment.

3. Reputable research studies pertaining to which words pupils need to master on each achievement level might well provide an excellent framework for teaching and learning in the reading curriculum. Frequency of word usage in reading and spelling research studies might objectify which words pupils need to master in the reading curriculum.

4. A variety of audio-visual aids, including the utilization of models and excursions should assist pupils to objectify the natural/social environment as it actually is. The utilization of these audio-visual presentations should assist pupils to develop readiness for reading and thus attach precise meanings to the printed page.

5. Personal opinion and fantasy have little/no importance in a realist curriculum. Objective content rather is relevant. Objectivity here refers to seeing and knowing the real world as it is. Endless learnings then are needed by the learner to understand/know reality using empirical means of inquiry. In addition to science and mathematics, social studies, health, art, music, and physical education

might also contribute content which has stood the test of time in terms of being objectified. Thus, for example, a pupil may paint/draw a picture of a set of roses in their actual appearance. Even in the values arena, there are selected ideals which have stood the test of time and might be emphasized in a realist curriculum. Each previously listed curriculum area may provide content for pupils in the reading curriculum. The content, however, must be objective, not subjective in terms of being opinions or fantasy.

Experimentalism and the Teaching of Reading

Experimentalism, as a philosophy of education, has much to offer in developing a functional reading curriculum. Experimentalism emphasizes experience as representing ultimate reality. Thus, a person can experience, but not know reality as it truly exists. Solving problems represents the world of experience for pupils. These problem areas should be realistic and life-like. That which is vital in society then should not be separable from what is relevant in the school/class setting. The school curriculum can be represented in terms of being a miniature society. In society significant problems are identified and viable solutions developed by committees and the larger society. Relevant problem areas also need to be selected and solved in the school arena within a committee/group framework. Learners must do the selecting of problems with teacher guidance. Purpose is then involved in learning. Interest in learning therefore may then be in evidence to propel effort in the learning arena. Interest and effort are integrated entities.

Implications from experimentalism as a philosophy of education for the reading curriculum might well be the following:

1. Pupils with teacher leadership in a stimulating environment need to choose purposeful problems to solve. One method, among others to use in gathering needed information as possible tentative solutions to problem areas, can well be reading. Reading materials need to be on diverse levels of achievement to provide adequately for each in-

volved learner. A variety of materials also needs to be in evidence in the reading curriculum to solve problems, e.g. basal texts, encyclopedias, library/trade books, pamphlets, brochures, and printed content on filmstrips.

2. Reading, as a whole, should be inherent in and not outside the framework of problem solving. These problems should be realistic in that they are part of the school/society environment. Adequate opportunities need to be given to pupils to work cooperatively in the problem solving arena. Pupil' s intrinsic interests in reading are necessary if effort/will is to be in evidence in learning.

Idealism and the Teaching of Reading

Idealists believe that mind/ideas represent ultimate reality in life. One cannot know the real world as it is, but ideas about the natural/social environment are obtainable. Idealists emphasize the importance of the learner obtaining universal content which has been applicable to world society. What is applicable in specific situations, of course, is not as vital to idealists as compared to that which has universal application. A learner, never discovers nor realizes, by any means, these universal ideas in one life time. However, the <u>will</u> of the individual has a duty to move in the direction of the Universal Ideal or the Infinite Mind. General education, also called liberal education, assists each learner to move from the finite or limited being to the <u>Infinite</u>.

Implications from Idealism as a philosophy of education for the reading curriculum might well include the following:

1. Pupils need to read content containing universal ideas. Thus, for example, concepts and generalizations pertaining to the Golden Rule would be very vital. "Do unto others as you would have them do unto you" has stood the test of time and place in terms of being a universal ethic. The Golden Rule and other universal ideas need to be discovered by pupils. These universals give guidance and direction to learners, as well as teachers and supervisors in relating

effectively to others. Reading materials for learners then need to contain universal ethics and criteria.

2. Pupils with teacher guidance may evaluate content in basal literature textbooks pertaining to involved individuals/groups using or not using Immanuel Kant's (1724-1804) Categorical Imperative-to use others not as a means to an end (e.g. as stepping stones) but rather individuals are ends in and of themselves.

3. Pupils need to read library/trade books on an individual basis. The inherent content may be appraised if it contains or does not contain universal content in the ethics/aesthetics arena.

In Summary

A study of the philosophy of education has relevant implications in developing the reading curriculum. Each philosophy of education-existentialism, realism. experimentalism, and idealism-has much to contribute to achieve a viable program of reading instruction. A reading curriculum may, of course, change much as the adapted philosophy changes.